

ENGLISH FOR TODAY

A RAPID COURSE IN GRAMMAR AND COMPOSITION

II

ROY PATERSON

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PART I

LESSON A

A prophet is not without honour, save in his own country, and in his own house

- 1 Where is this saying to be found ? What does it mean ?
- 2 Explain what is meant by :

| | |
|--------------------------------------|-------------------------------|
| (a) a voice crying in the wilderness | (c) a Daniel come to judgment |
| (b) a Job's comforter | (d) a good Samaritan |
- 3 Masculine gender denotes the male sex : man, boy.
 Feminine gender denotes the female sex : woman, girl.
 Give the feminine nouns corresponding to each of the following masculine forms :

| | | | | |
|---------|------|-------|-----------|------------|
| prophet | host | heir | conductor | instructor |
| masseur | hero | actor | author | proprietor |
- 4 Give the masculine nouns corresponding to each of the following feminine forms :

| | | | | |
|----------|-------|-------|----------|-----------|
| daughter | niece | widow | spinster | bride |
| madam | belle | wife | nun | governess |
- 5 Give the feminine forms of the following :

| | | |
|-------------|-------------|------------|
| Mr | Mr Chairman | Lord Mayor |
| gentlemanly | landlord | Dear Sir |
- 6 Prophets are people who prophesy. What a prophet foretells is known as a prophecy. (The prefix *pro* means *before*.)
 Note that *prophecy* is a noun, *prophesy* a verb. Use both these words in sentences.
 Now use the following words in sentences, noting that those with *c* are nouns, and those with *s* are verbs :

| | | |
|----------|--------|---------|
| practice | advice | licence |
| practise | advise | license |

- 7 What a prophet foretells is also known as a prediction. To predict means to forecast. (The prefix *pre* means *before*.) Now give a single word, beginning with *pre*, for each of the following :
- (a) the introduction to a book
 - (b) the introductory movement of a musical work
 - (c) the care taken before a thing may happen, so that it may not do so
 - (d) bias ; an opinion formed beforehand, without fairly judging the arguments on both sides
 - (e) a past action that may serve as an example or rule in the future
 - (f) something coming before the main business ; the bouts
 - coming before the chief fight of the evening
- 8 A prophet is a person who prophesies. What is the name given to :
- (a) one who goes before, preparing or showing the way to others (p) ?
 - (b) one sent somewhere to teach people to be religious (m) ?
 - (c) one who preaches a particular message or doctrine (pro) ?
 - (d) one who has been before another in any position or job (pre) ?
- 9 In his *The War of the Worlds* and *The Time Machine*, books written about fifty years ago, H. G. Wells showed himself a prophet, for even then he was writing about flying machines, submarines and other modern weapons of war. Look up in an encyclopedia or other work of reference some facts about H. G. Wells, and then prepare a short talk about him to give to your form. Either at the beginning or at the end of your talk tell where you obtained your information, the book or volume you used, what edition it was, and any cross-references you consulted.
- 10 Proper nouns are the names of particular persons, places or things : H. G. Wells, Newcastle, River Thames. Give :

LESSON A

- (a) the names of any two prophets mentioned in the Bible
 - (b) the names of five people prominent today
 - (c) the names of five well-known writers of this century
- What is the difference between a biography and an autobiography?

INFORMAL CLASS TALKS

- 1 Give the names of six people living today who are honoured both in their own country and throughout the world.
- 2 Give the names of six people living in the 1940-50 period who may still be remembered a hundred years from now.

REFERENCE WORK

- 1 Give the names of three religious reformers and state in what country they were born.
- 2 The following is a list of men and women who have achieved fame both in their own and in other countries. With the aid of reference books prepare a paragraph about any *one* of them. Be prepared to give a short talk to your form about the person you have selected :

| | | |
|---------------------------|---------------------|-------------------|
| Elizabeth Fry | Alfred Nobel | Andrew Carnegie |
| Thomas Edison | T. E. Lawrence | F. W. Woolworth |
| G. B. Shaw | Lord Nuffield | Samuel Morse |
| Signor Marconi | Abraham Lincoln | Winston Churchill |
| President F. D. Roosevelt | the Wright brothers | |

- 3 Find out in what countries the following women were born and then state briefly why they have become famous :

| | |
|----------------------|--------------------|
| Amy Johnson | Nurse Cavell |
| Florence Nightingale | the Brontë sisters |

- 4 Find out why the names of Galileo and Robert Owen should be specially mentioned in this lesson.

[For detailed notes on Reference Work see special section]

LESSON B

The child is father of the man

- 1 What poet wrote this? What did he mean?
- 2 Explain what is meant by :

| | |
|-----------------------------|-----------------------|
| (a) a chip of the old block | (c) an infant prodigy |
| (b) reach one's majority | (d) child's-play |
- 3 The singular number denotes one person or thing, and the plural number denotes more than one: child, children; father, fathers.

A What is the rule for forming the plural of words ending in -s, -sh, -ch, and -x?

Write out the plurals of :

| | | |
|--------|-------|-------|
| stitch | match | bench |
| tax | gas | wish |

B What is the rule for forming the plural of words ending in -y?

Write out the plurals of :

| | | | | |
|------|--------|---------|----------|-----------|
| army | convoy | novelty | colliery | tragedy |
| navy | deputy | display | priority | celebrity |

- 4 What is the rule for forming the plurals of words ending in -f or -fe?

Write out the plurals of :

| | | |
|-------|---------|-------|
| thief | loaf | knife |
| leaf | himself | half |

Give three examples of words ending in -f which do not follow this rule.

- 5 If a noun ends in -o and the -o is preceded by a consonant, the plural is usually formed by adding -es :

| | |
|------------------|----------------|
| potato, potatoes | cargo, cargoes |
|------------------|----------------|

But if a noun ends in -o and the -o is preceded by a vowel, the plural is usually formed by simply adding -s :

| | |
|---------------|---------------|
| folio, folios | cameo, cameos |
|---------------|---------------|

LESSON B

Some of the exceptions to this rule are :

| | | | |
|---------|---------|--------|-----------|
| piano | solo | dittos | canto |
| proviso | memento | photos | commandos |

Now write out the plurals of :

| | | | |
|--------|---------|--------|------|
| bamboo | hero | tomato | echo |
| motto | volcano | piano | solo |

- 6 The following seven nouns in common use form their plural by changing an inside vowel :

| | | | |
|-------|-------|----------|-------|
| man | woman | foot | goose |
| tooth | mouse | dormouse | |

Write out their plurals.

- 7 Some foreign nouns keep the foreign plural form. Thus most nouns ending in *-us* change to *-i* in the plural, those ending in *-um* change to *-a*, and those ending in *-is* change to *-es*.

Write out the plurals of :

| | | |
|---------|--------|------------|
| focus | radius | terminus |
| basis | crisis | oasis |
| agendum | datum | memorandum |

- 8 What is the word used to describe the following?—

- | | |
|--|-----------------------------|
| (a) your father's brother | (b) your mother's sister |
| (c) your brother's son | (d) your brother's daughter |
| (e) your sister's husband | (f) your brother's wife |
| (g) The daughter of your father's sister | |

- 9 A Arrange the following in their age orders :

- | | | | |
|------------|-------------|-------------|-------------|
| (a) adult | veteran | child | adolescent |
| (b) moth | chrysalis | egg | caterpillar |
| (c) infant | Smith Major | Smith Minor | centenarian |

B Note the following (the Latin word is given first) :

pater, father *filius*, son *mater*, mother

Find the meanings of :

| | | | |
|----------|--------|-----------|-----------|
| paternal | patron | patronage | patronise |
| maternal | matron | filial | affiliate |

10 Solve the following crossword clues :

One from whom a person is descended

| | | | | | | |
|---|---|---|---|---|---|---|
| A | N | . | . | . | T | R |
|---|---|---|---|---|---|---|

One who succeeds or comes after another

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| S | U | C | . | . | . | O | R |
|---|---|---|---|---|---|---|---|

A very wise man

| | | | |
|---|---|---|---|
| S | . | . | E |
|---|---|---|---|

One with a great deal of knowledge on any subject

| | | | | | |
|---|---|---|---|---|---|
| E | X | . | . | . | T |
|---|---|---|---|---|---|

One with exceptional ability

| | | | | |
|---|---|---|---|---|
| G | . | . | . | S |
|---|---|---|---|---|

Any natural or special gift

| | | | | |
|---|---|---|---|---|
| T | . | L | . | T |
|---|---|---|---|---|

INFORMAL CLASS TALKS

- 1 'When I was your age,' your grandparents often say, 'we had no wireless, no cinemas, no aeroplanes. There were no trams or buses either, and we thought nothing at all of walking five miles or so. Nowadays——!!!'

Discuss the many changes that have taken place in your locality :

- (a) since your grandfather and grandmother went to school
(b) since your father and mother were pupils of your age

- 2 Do you think the world is getting better or worse?
- 3 In his novel *The Time Machine*, H. G. Wells told of a machine that could take one back to any point in the past or forward to any point in the future. Suppose that you were making a journey in this strange conveyance. At what point in history would you choose to stop? Give your reasons in full.
- 4 A man and his friend were standing in front of a portrait. Said the former, 'Sisters and brothers have I none, but that man's father is my father's son.' What relation was the speaker to the man of the portrait?

LESSON C

LESSON C

Birds of a feather flock together

- 1 For each of the following substitute a well-known expression that includes the word 'feather':

- (a) to show signs of cowardice
- (b) another distinction for him
- (c) to be in high spirits
- (d) to enrich oneself by taking advantage of one's position

- 2 Collective nouns are the names of groups of things of the same kind :

flock crew army company

A number of sheep, for instance, is called a flock, a number of game birds such as pheasants a covey.

What is the name given to a team or collection of :

musicians actors labourers football players dancers
furniture flowers chickens golf-clubs ships

- 3 Say what the following are collections of :

menagerie posse horde flight pack

- 4 Give one word for a number of people :

- (a) listening at a concert (b) worshipping in a church
- (c) looking at a cricket match (d) becoming very unruly

- 5 Like most others, the proverb forming the text of this lesson is short and means more than it says. Birds of a feather do flock together, but the proverb means more than this. People of the same tastes and interests are naturally attracted to one another and like to meet together, as in clubs and associations and reunions of 'Old Students.' So we see that besides the first meaning of the proverb, birds of a kind flocking together, there is also a wider meaning, or application of the proverb.

State what you think is the wider application of the proverb, 'Too many cooks spoil the broth.'

ENGLISH FOR TODAY II

- 6 Say what you think is the wider application of these proverbs and then tell a short story illustrating the truth of one of them :
- (a) When the cat's away, the mice will play.
 - (b) A rolling stone gathers no moss.
 - (c) The shortest way round is the longest way home.
- 7 (a) Name the 'birds of a feather' who worked for Fagin in *Oliver Twist*.
- (b) Who, in an apple barrel, overheard 'birds of a feather' plotting mutiny?
- 8 At an annual meeting of 'Old Students,' when it was decided to hold a Christmas party, a committee of six was elected to organise this. Say what work would be done respectively by each of the following officials acting on this committee :
- | | | |
|-----------|-----------|----------|
| Secretary | Treasurer | Chairman |
|-----------|-----------|----------|
- 9 (a) Suppose you were a member of this committee. What suggestions would you make at the first meeting?
- (b) If funds were low how would you suggest meeting the expenses of the party?
- 10 (a) What are the *minutes* of a meeting?
- (b) Find out what is meant by a *quorum*.

THAT CHRISTMAS PARTY !

- 1 Draw up a suitable programme of vocal and instrumental items. Be careful to arrange these items in such a way that there will be no monotony. Suppose there are ten items : arrange these in two parts, Part I for before supper, and Part II for after supper.
- 2 Write a letter to R. Easton, the 'Old Student' who broadcasts piano accordion music, and ask him to entertain the company for a quarter of an hour.
- 3 Imagine that you are Mr G. Penman, one of the reporters of the local weekly paper. Send in your report of the party,

LESSON D

- with a suitable headline, and arouse people's interest in the school by mentioning some of the past students who attended and who are now well-known, either locally or nationally.
- 4 The headmaster and his wife are to be present at the party as guests of honour. The headmaster has been at the school for over twenty years. You have been asked by the committee to propose the toast of 'The Guests of Honour.' Prepare a short speech for this occasion.
- 5 Describe how you would make an orange cake for the party. Be as clear and as simple as you can in your directions. Note the following example :

How to make Raspberry Buns

Ingredients : $\frac{3}{4}$ lb self-raising flour $\frac{1}{4}$ lb sugar
 $\frac{1}{4}$ lb margarine 2 eggs
raspberry jam

Method : Mix the flour and sugar and rub in the margarine. Beat the yolks of the eggs and fold in to form a stiff mixture. Divide into small buns and place on a greased baking sheet. Make a hole in the centre of each and drop in a little jam. Seal the tops. Brush over with the whites of the eggs and sprinkle with crushed loaf sugar. Bake at 450° F. for 15 minutes.

- N.B.—* (i) Never begin, 'The way to do something is to —',
(ii) Do not use *and* too often. Your sentences should not be too lengthy. Why?
(iii) Do not use *you* or *I*, e.g. 'You put the butter—'
(iv) Be chary of using *put* or *get*. These words are much overworked.

LESSON D

What is one man's meat is another man's poison

- 1 Express the same idea in other words.
- 2 What famous man was compelled to drink poison? Give two interesting facts about him.

- 3 State what prepositions you would use after each of the following :

| | |
|----------------------|-------------------|
| to have a preference | to have a dislike |
| to sympathise | to differ |
| to depend | to be independent |

- 4 Use the following words in sentences so as to show that you understand the differences in meaning :

| | | |
|------------------|------------|--------------|
| cereal, serial | cue, queue | meat, meet |
| council, counsel | key, quay | plain, plane |

- 5 In the text, since it is only *one* man's meat and *one* man's poison that is referred to, or *one* man's likes and *one* man's dislikes, the apostrophe is placed *before* the *s*.

Consider the following :

- (a) The teacher marked the boy's books.
(b) The teacher marked the boys' books.

In (a) since the apostrophe is placed *before* the *s* we know it was the books of only *one* boy that the teacher marked. In (b) since the apostrophe is placed *after* the *s* we know that this time the teacher marked the books of *several* boys.

Now change these owners into the plural :

the girl's hats the teacher's coats the boy's boats

- 6 Write out each of the following in another form, using only two or three words :

- (a) the book belonging to the girl
(b) the books belonging to the girl
(c) the books belonging to the girls
(d) the cap of the boy
(e) the caps of the boy
(f) the caps of the boys

- 7 How do these two statements differ in meaning ?

- (a) The boy's bat has been autographed by Don Bradman.
(b) The boys' bat has been autographed by Don Bradman.

LESSON D

- 8 When, however, nouns such as *men*, *women* and *children* are used, these having no *s* in the plural (*man*, *men*) the apostrophe is put before the *s*: two men's meat, the Children's Hour, Women's Page.

Insert the apostrophe in the following sales advertisement:

| | |
|--------------------|--------------------------|
| MENS SPORTS COATS | CHILDRENS SUMMER CLOTHES |
| BOYS JERKINS | LADIES AFTERNOON FROCKS |
| WOMENS WEAR | MENS PYJAMAS |
| CHILDRENS FLANNELS | BOYS STOCKINGS |

- 9 Suppose you were given £10 with which to start a library of your own. Write out the names of the first ten books you would buy, and give the reasons for your choice. Give also the names of your three favourite authors. •
- 10 Write out the names of the three people in the world you would most like to meet. Be quite frank about it. If you would rather meet Don Bradman than the Prime Minister, say so. •

INFORMAL CLASS TALKS

- 1 Discuss the various cooking appliances you would like to have in your ideal kitchen. (Find out beforehand what your mother has to say about gas, oil and electric stoves.)
- 2 In a recent cinema-queue inquiry it was found that more than half of the people were there because they 'liked the star,' apparently quite irrespective of the picture itself. Does the same hold true in your home town? State what influences your own choice of picture—the cinema, the star or the type of film.
- 3 Visit one of the films recommended by the film critic of your local newspaper and then say whether you agree or disagree with his remarks.
- 4 'The girls who ought to enter domestic service would much rather be shop assistants or office workers.' Say whether you agree or disagree with this statement.

ENGLISH FOR TODAY II

DEBATES

‘What is one man’s meat——’ We all have our likes and dislikes—in the books we read, the films we see and the jobs we do. Debates provide a first-rate opportunity for expressing your opinions on these various matters. Prepare your arguments well in advance and after each debate have a vote taken *for* and *against* the motion under consideration. Choose for debate any two of the following :

- 1 That for household purposes gas is better than electricity
- 2 That the wireless is a better form of entertainment than the cinema
- 3 That the reading of bloods is a waste of time
- 4 That town life is preferable to country life
- 5 That the world is getting worse and worse
- 6 That boys and girls should be taught together
- 7 That a trip to London teaches more than a trip to Edinburgh
- 8 That a week in the school camp is better than a week-end excursion to London

Note—In debates 7 and 8 try to imagine that your form is actually to make one of these excursions, and that the choice will depend on the result of your debate.

[For detailed notes on the Debate see special section]

LESSON E

He who spends more than he should shall not have to spend when he would

- 1 Explain what is meant by :
 - (a) to cut your coat according to your cloth
 - (b) to live from hand to mouth
 - (c) to kill the goose that lays the golden eggs
 - (d) in for a penny, in for a pound
- 2 Is a person who cuts his coat according to his cloth likely to have money when he needs it ?

LESSON E

3 Say how a person earns the reputation of being :

- (a) prodigal (c) mercenary
- (b) parsimonious (d) a profiteer
- (e) penny wise and pound foolish

4 Use the following words in sentences :

- (a) finance financial financier
- (b) economy economical economist

5 This is the airman. *He* was flying over Paris yesterday.

This is the airman *who* was flying over Paris yesterday.

This is the airman. I saw *him* flying yesterday.

This is the airman *whom* I saw flying yesterday.

Note that the pronoun *he* (subject in the sentence), when two sentences are joined together, becomes the relative pronoun *who* ; and similarly the pronoun *him* (object in the sentence) becomes the relative pronoun *whom*.

Use either *who* or *whom* in the following :

- (a) Here is the boy — scored the three goals.
- (b) The man — you have just seen is a detective inspector.
- (c) He met a number of people — he did not know.
- (d) That is the boy — is called Inky.

6 Note the following :

Adam Smith was a great economist. *His* work *The Wealth of Nations* is widely read.

Adam Smith was a great economist *whose* work *The Wealth of Nations* is widely read.

Note that *whose* shows possession.

Join the following sentences by using *whose* :

- (a) Here is the boy. You met his brother last week.
- (b) I have not seen the footballer. His leg was broken.
- (c) The man's son was returning from India. He was deeply moved as the train neared the station.

7 Consider the following sentences :

- (a) He spends more than he should. *He* shall not have to spend when he would.
He *who* spends more than he should shall not have to spend when he would.

- (b) Here is the book. John lost it yesterday.
 Here is a book *which* John lost yesterday.
 Here is the book that John lost yesterday.

Note that the words *who*, *that* and *which* are useful for joining sentences. *Who* is used instead of a word relating to a *person*: *that* or *which* is used instead of a word relating to an *animal* or *thing*. Join the following sentences by using *who*, *that* or *which* :

- (a) Lord Keynes was a brilliant economist. He died in 1946.
 (b) The Chancellor of the Exchequer lives at 11 Downing Street. He presents his Budget each April.
 (c) My friend is always buying books, and magazines. He has often to borrow money for this purpose.
 (d) I have just marked your essay. I enjoyed it very much.

8 Use each of the following in sentences :

| | | |
|-----------|------------|----------|
| from whom | by whom | to whom |
| with whom | about whom | for whom |

- 9 (a) Is an expensive article bound to be dear ?
 (b) Is an expensive article ever, at any time, a cheap one ?
- 10 Say when an article may be called :
 (a) expensive (b) cheap (c) dear

INFORMAL CLASS TALKS

- Which would you prefer, a steady wage each week, or a wage varying with the amount of work you do ?
- Talk about the modern practice of buying goods on the instalment plan. What are the advantages and disadvantages of this system ?
- Explain how a pair of boots costing twelve shillings may be more expensive than a pair costing thirty shillings.
- What is a suitable amount of pocket-money for a boy or girl of 13-14 ? Why is it unwise for pupils to have too much pocket-money ?

LESSON F

DEBATES

- 1 That every pupil of thirteen years of age should be given 2s 6d pocket-money a week (covering money for the cinema, sweets, weekly papers or magazines, the school camp and school excursions)
- 2 That the amount of a pupil's pocket-money should vary with the quality of his school report

LESSON F

*Schoolboys are the most reasonable people in the world ;
they care not how little they have for their money*

- 1 When we wish to say something about a noun, to describe it in such a way that our mental picture of it becomes clearer, we use describing-words or adjectives: schoolboys—cheerful, good-natured, talkative. Select any *five* members of your form and then supply an adjective to describe each of them.
- 2 By adding a prefix give words opposite in meaning to the following adjectives :

| | | | |
|------------|----------|-------------|-----------|
| reasonable | common | comfortable | necessary |
| convenient | audible | capable | competent |
| modest | moderate | patient | partial |
| legal | legible | regular | relevant |
- 3 A boy or girl may be *happy* (positive degree), *happier* (comparative degree), or *happiest* (superlative degree). Give the comparative and superlative degrees of the following adjectives :
 - merry lazy naughty bright great
- 4 With adjectives of two or more syllables, if the adding of *-er* and *-est* would make a word hard or clumsy to pronounce, another plan is followed: *more* or *most* goes before the adjective.
Instead of: reasonable reasonabler reasonabest
use: reasonable more reasonable most reasonable

Give the comparative degrees of :

careful generous ignorant intelligent

- 5 A few adjectives are compared irregularly, that is to say they form exceptions to these rules :

| | | | | | |
|------|--------|-------|--------|------|-------|
| good | better | best | many | more | most |
| bad | worse | worst | little | less | least |

Copy these into your notebook.

- 6 When two objects are compared the comparative should be used, and when more than two, the superlative :

He is the more reasonable of the two.

He is the most reasonable of the three.

Now correct the following .

(a) Betty is the youngest of the two sisters.

(b) Joan is the taller of the three girls.

(c) Of the two boys Jim is the most industrious.

(d) The best team won the cricket match.

- 7 Say what things we learn about in studying the following subjects :

| | | | |
|--------|---------|-----------|-------------|
| botany | biology | geography | agriculture |
| optics | geology | philately | meteorology |

- 8 What is meant by an *etymological* dictionary ?

- 9 What poet wrote 'A little learning is a dangerous thing' ?
Can you explain what this means ?

- 10 Some schoolboys evidently do care how much they have for their money. In a recent newspaper competition dealing with the subject 'What to do with the "Extra Year,"' that is from 14 to 15 (the last year at school for most pupils), a 'fourteen plus' leaver gained the first prize of £5 for the following :

'I'd like to be able to learn about motor-cycles and motor-cars, and to get accustomed to handling tools in the right way. I should be willing to spend less time on studying the Tudor period and drawing isobars.'

Do you agree with him ? Say what you would like to do in your final year at school, and what subjects you would be willing to dispense with.

LESSON F

INFORMAL CLASS TALKS

- 1 In the newspaper competition mentioned in Q.10 there was also a prize for parents. Here is the winning letter :

' Whatever else a school should do, it should at least try to teach a boy to write and speak well, and to be able to handle things in everyday use, like money and telephones, time-tables and reference books. A boy should also have the opportunity to specialise in something he is keen on, like practical mechanics and gardening.'

Discuss the parent's view. At what age do you think pupils should begin to specialise ?

- 2 And what do you think of the following three suggestions made by a form of 13-year-olds when discussing the same subject ?

A By a girl :

' Boys, as well as girls, should be taught homecraft. I do not think it sensible that girls cannot put on washers and mend fuses, and that boys cannot boil a kettle and make their own tea.'

B By a boy :

' Form clubs should be started in such subjects as radio, aircraft-recognition and aircraft-modelling, stamp collecting, and the like. The secretaries of these clubs should report proceedings to the rest of the form at least once a term.'

C By another boy :

' So that pupils may have the means of learning the mechanics of motoring, boys' schools should be granted surplus cars by the authorities.'

DEBATES

- 1 That all pupils of 14 years of age should be given an opportunity to specialise
- 2 That the cinema is of educational value
- 3 That mixed schools are better than boys' or girls' schools
- 4 That schools have too many holidays

LESSON G

People who live in glass houses should not throw stones

- 1 Explain the meaning of the above proverb.
- 2 Give another well-known saying that has a similar meaning.
- 3 The clause *who live in glass houses* does the work of an adjective, telling us who or what kind of people should not throw stones, and therefore it is enlarging the meaning of the noun 'people.' Any clause that tells us more about the noun or pronoun in the principal sentence is called an *adjectival clause*, since it is doing the work of an adjective. Point out the adjectival clauses in the following :
 - (a) The field in which the accident took place is over there.
 - (b) He was wearing an overcoat that was much too big for him.
 - (c) The girl who has just left the room is very clever.
 - (d) This is the house that Jack built.
- 4 Most adjectival clauses begin with the relative pronouns *who*, *whom*, *whose*, *which* or *that*. Connect the following sentences by using adjectival clauses beginning with a relative pronoun :
 - (a) Here comes the lady. You wished to meet her.
 - (b) The house was built in record time. It was sold within a week of completion.
 - (c) The boy was exceedingly careless. He lost first his exercise-book and then his satchel.
 - (d) The girl's handbag was lost. She had to buy another.
- 5 The adjectival clause should be placed as near as possible to the word it describes. Note the possible result when this is not done :
 - (a) People should not throw stones who live in glass houses.
 - (b) She took the cake to the hospital which was just newly baked.

LESSON G

- (c) The boy was praised by the master who won the prize.
(d) Boy wanted to deliver eggs who must be under sixteen years of age.

Rewrite the above sentences in proper form.

- 6 Write a sentence containing an adjectival clause about each of the following :

Harley Street Wall Street Bond Street Fleet Street
The Vatican The White House Buckingham Palace
e.g. No. 10 Downing Street, *which is the residence of British Prime Ministers*, is situated in the heart of London.

- 7 What books of reference would you use if you wished to find out :

- (a) the address of a person
(b) a person's telephone number

- 8 Say what work is done by each of the following :

| | | |
|--------------|--------------|-------------|
| a glazier | an architect | a surveyor |
| a contractor | a plumber | a plasterer |

- 9 Say what is meant by each of the following :

| | | | |
|---------|---------|------------|-----------------------|
| a villa | a lodge | a bungalow | a semi-detached house |
| a manse | a kiosk | a tenement | a boarding-house |

- 10 Say what is meant by :

- (a) living in the suburbs (b) living in the provinces
(c) living in the metropolis

REFERENCE WORK

- 1 Find what is meant by a damp course. What is its use ?
2 What is the purpose of vita glass ? Where would you expect to find it ?
3 What is the front of a house or building called ?
4 What is the name given to the ground on which a house is to be built ?

ENGLISH FOR TODAY II

VOCABULARY COMPETITION

Each of the forty words listed below is followed by a syllable forming the beginning of another word. This word, when completed, has the same or nearly the same meaning as the word previously given. You have already met the first twenty of the required words in working through Lessons A-G. The first one is given you :

time limit = 30 minutes

| | | | |
|----------------|-------------|----------------|-------|
| 1 Prophecy | PRE-diction | 21 Obvious | Ev— |
| 2 Forerunner | Pi— | 22 Hindêr | Imp— |
| 3 Introduction | Pre— | 23 Trip | Ex— |
| 4 Bias | Pre— | 24 Source | Or— |
| 5 Memoirs | Auto— | 25 Catching | In— |
| 6 Greedy | Mer— | 26 Simple | El— |
| 7 Wasteful | Pro— | 27 Regular | Un— |
| 8 Priority | Pre— | 28 Scarce | Ra— |
| 9 Capital | Met— | 29 Ceremonious | For— |
| 10 Outskirts | Sub— | 30 Belief | Op— |
| 11 Suitable | Con— | 31 Harmony | Con— |
| 12 Niggardly | Par— | 32 Debar | Ex— |
| 13 First | In— | 33 Important | Sig— |
| 14 Finish | Ter— | 34 Unusual | Nov— |
| 15 Liberal | Gen— | 35 Pledge | Gua— |
| 16 Capable | Com— | 36 Feign | Pre— |
| 17 Temperate | Mod— | 37 Extract | Quot— |
| 18 Essential | Nec— | 38 Upright | Er— |
| 19 Prompt | Pun— | 39 Remote | Dis— |
| 20 Unbiased | Imp— | 40 Positive | Dog— |

LESSON H

LESSON H

It is one thing to speak much and another to speak pertinently

1 Explain what is meant by :

- (a) speaking pertinently (c) avoiding irrelevancies
- (b) speaking impromptu (d) an ambiguous statement
- (e) beating about the bush

2 Explain too what is meant by :

- (a) the gift of the gab (d) speaking nineteen to the dozen
- (b) speaking one's mind
- (c) plain speaking (e) calling a spade a spade

3 (a) What words are used to describe a person who talks too much ?

(b) Find the meanings of the words ' taciturn ' and ' laconic ' and give the derivation of the latter word.

(c) Tell all you know about the Spartans.

4 A verb is a doing- or telling-word. Make a list of twelve actions that you perform each day :

rise

wash

cat

5 Consider the following :

(a) I am working hard today.

(b) I worked hard yesterday.

(c) I shall work hard tomorrow.

The first sentence tells what is happening *now* and the verb *work* is said to be in the present tense. The second sentence tells us what happened in the *past*, and the verb is said to be in the past tense. The third sentence tells us what is going to happen in the *future*, and the verb is said to be in the future tense.

Write out the past and future forms of the following verbs :

I worship

I gallop

I offer

I benefit

I fulfil

I refer

I see

I walk

[Example : I speak

I spoke

I shall speak]

ENGLISH FOR TODAY II

- 6 Remember that the past participle and not the past tense must be used after the verbs *have* and *be*. Here are the past tenses and the past participles of some verbs often causing difficulty :

| <i>Present Tense</i> | <i>Past Tense</i> | <i>Past Participle</i> |
|----------------------|-------------------|------------------------|
| break | broke | broken |
| do | did | done |
| drink | drank | drunk |
| see | saw | seen |
| speak | spoke | spoken |
| take | took | taken |
| write | wrote | written |

Copy the above into your notebook.

- 7 Now correct the following :
- I have wrote to Edinburgh about it.
 - The boy was took to the hospital.
 - He has spoke very well.
 - The horse drunk the water.
 - 'I seen it happen,' said the young boy.
 - 'I done it,' said the old burglar.
- 8 Describe as clearly as you can the difference between the following verbs :
- speak recite improvise harangue lecture
- 9 State the difference between :
- a speaker and a spokesman
 - a speaker and an interlocutor
 - a speaker and a propagandist
- 10 What is meant by the term *journalese* ?

PLAIN SPEAKING

- 1 Mrs Malaprop is one of the characters in Sheridan's play *The Rivals*. In order to make a good impression on people she was continually using long and unusual words—but unfortunately not with the meaning she intended. Correct the following malapropisms :

LESSON H

- (a) 'As I wish my daughter to be able to speak well, when she leaves school I will send her for a course of electrocution.'
- (b) 'As she grew up I should have her instructed in geometry, that she might know something of the contagious countries.'

(What is the longest word in the English language? The answer is 'smiles'—because there is a mile between the first letter and the last.)

- 2 Some boys and girls are apt to catch a writing ailment round about the age of 13-14. They prefer to use long, high-sounding words; they dislike calling a spade a spade, and would much rather refer to it as an agricultural implement. It shows better taste and sense, however, to 'use simple words and to say clearly and directly what is to be said: say 'he washed himself,' and not 'he performed his ablutions,' use the word 'clothes' instead of 'habiliments,' and never refer to your teacher as a 'pedagogue.' Mr Micawber, one of the chief characters in *David Copperfield*, was very fond of using 'words of learned length and thundering sound.' Upon his first meeting with David this is how he began:

'Under the impression that your peregrinations in this metropolis have not as yet been extensive, and that you might have some difficulty in penetrating the arcana of the Modern Babylon in the direction of the City Road . . . I shall be happy to call this evening, and instal you in the knowledge of the nearest way.'

Rewrite this in simple language.

- 3 All proverbs are brief and to the point. Condense the following into the form of proverbs:
- (a) An abundance of culinary experts often proves detrimental to the excellence of their concoction.
 - (b) If a remedy is applied to any slightly discernible fault at the appropriate moment it may forestall much heavier and more costly reparations.
 - (c) That which proves agreeable to one person's taste may often prove distasteful and even injurious to another.

LESSON I

Eat and drink measurely and defy the mediciners

- 1 Explain what the writer meant when he wrote :
 'The best doctors in the world are Doctor Diet, Doctor Quiet and Doctor Merryman.'
- 2 Explain too what is meant by :
 - (a) You cannot eat your cake and have it.
 - (b) Half a loaf is better than no bread.
 - (c) The proof of the pudding is in the eating thereof.
 - (d) What is sauce for the goose is sauce for the gander.
 - (e) taking things with a grain of salt
- 3 A person who eats and drinks in moderation is said to be *temperate*. Temperate simply means moderate, and a temperate person is one who is moderate in his habits. What is meant by a temperate climate ? Find out what is meant by the temperate zones.
- 4 Another word meaning much the same as temperate is *abstemious*. Look carefully at this word. Do you notice anything peculiar about it ? It is one of only two words in our language which have all the five vowels in their proper order. Now find the other word. Here is a clue to it : 'A person is . . . when he is always trying to be funny in his remarks.' [f s]
- 5 In the text the verbs *eat* and *drink* tell us what we have to do, and the adverb *measurely* tells us how we should do it. Just as adjectives tell us something about nouns, so adverbs tell us something about verbs. We do not say they *describe* verbs ; the word we use is *modify*. In the following sentences pick out the adverbs and say which verbs they modify :
 - (a) The pupil worked patiently at his monotonous task.
 - (b) After their hard struggle the combatants limped wearily home.
 - (c) The aeroplane was losing height rapidly.
 - (d) Softly the burglar tiptoed towards the safe.

LESSON I

6. Make a list of the following verbs, and then place at the side of each an adverb that you think would add to its meaning :

slept laughed shouted answered danced
spoke waited fought walked explained

[Example : eat heartily drink measurely]

- 7 From the following list of adverbs choose the one that you think would best fill the blanks in the following sentences :

brutally fondly stealthily rigidly soundly
profusely concisely stiffly quickly jubilantly

- (a) Despite the utmost care the wound bled
(b) The little girl . . . caressed her newly-found doll.
(c) The young boy answered all the questions
(d) He bowed . . . and then stood . . . to attention.
(e) The Secret Service agent crept . . . towards the secret factory.
(f) He apologised . . for his clumsiness.

- 8 Adjectives should not be used as adverbs, nor should adverbs be used as adjectives. 'Speak distinct' should be 'Speak distinctly.'

Correct the following :

- (a) Do not speak so harsh to the pupil.
(b) I slept sound last night.
(c) He told her to play more quiet.
(d) He ran very quick home.

- 9 Give in your own words the meaning of the following Latin saying : *Mens sana in corpore sano.*

10. sedative antiseptic poultice tonic palliative

Which of the above forms of treatment would be used to cure a person suffering from :

- (a) hysteria
(b) very great pain
(c) boils
(d) being run down
(e) wounds that have been operated on by a surgeon

ENGLISH FOR TODAY II

A CROSSWORD COMPETITION

Time limit for this competition = 20 minutes.

A person who considers it wrong to eat meat

V E G . . . I A N

A person who eats greedily

G O U . . . D

A person is this when he insists on everything being done to suit his special wishes

F A . . . D O U S

A person who has an expert knowledge of such things as food, wines, furniture

C O N R

A person who loves exquisite food and rich wines

E P E

A cake that is a luxury could be called this

D E L Y

A disease that spreads rapidly to many people at the same time

E P . . . M C

The woman in charge of a hospital

M N

A doctor's 'listening' instrument

S T E E

A recipe for medicine written first of all by a doctor and made up later by a chemist

P R E N

The breaking of a bone

F R R E

An instrument that magnifies

M I C P E

LESSON J

REFERENCE WORK

- 1 Find out from some work of reference the achievement for which each of the following is famous :

| | |
|-----------------------|---------------|
| Sir Alexander Fleming | Louis Pasteur |
| William Harvey | Lord Lister |
| Sir James Y. Simpson | Madame Curie |

- 2 Find out from a dictionary what work is done by :

a chauffeur a chiropodist a chaperon

Say how these words are pronounced, and ask someone to check your pronunciation.

LESSON J.

When thieves fall out, honest men come by their own

- 1 Explain what is meant by :

| | | | |
|--------------|--------------|-----------------|---------------|
| to fall out | to fall in | to fall through | to fall short |
| to fall foul | to fall back | to fall over | to fall down |

- 2 Explain the difference between a thief and a robber. Explain too the difference between :

- (a) a thief and a kleptomaniac
- (b) a thief and an embezzler
- (c) a smuggler and a poacher
- (d) an impostor and an impersonator
- (e) a policeman and a detective

- 3 Find out what is meant by :

- (a) honour among thieves
- (c) circumstantial evidence
- (b) turning King's evidence
- (d) an alibi

- 4 Who are the 'light-fingered gentry'? Name the light-fingered experts who served their apprenticeship with Fagin.

- 5 Give the opposites of the following :

| | | | | | |
|------------|----------|--------|----------|----------|-----------|
| nouns | thief | honour | pleasure | order | union |
| verbs | fall out | engage | approve | trust | charge |
| adjectives | | honest | loyal | variable | connected |

ENGLISH FOR TODAY II

- 6 The clause 'when thieves fall out' does the work of an adverb, since it is enlarging or modifying the verb in the principal sentence, telling us *when* honest men come by their own. It is therefore called an adverbial clause.

Write two sentences using adverbial clauses telling *when* something was done.

[Example : *As soon as the signal was given* he left for a secret destination.]

- 7 Adverbial clauses also answer the questions *Where?* *How?* and *Why?* Supply adverbial clauses in the following :

- (a) The soldiers marched all night (*why?*)
- (b) The boy spoke (*how?*)
- (c) He walked to the wicket (*how?*)
- (d) We left the concert early (*why?*)
- (e) The musicians played (*where?*)

- 8 Include the following adverbial clauses in sentences :

- (a) when you come back
- (b) as though his life depended on it
- (c) where we all knew it would be
- (d) because the captain orders it

- 9 Complete the following well-known sayings :

- (a) Set a thief
- (b) Give a dog
- (c) Honesty is
- (d) Birds of a feather

- 10 (a) Write an interesting sentence about *four* of the following :

Dick Turpin Claude Duval Bill Sikes
Long John Silver Raffles The Artful Dodger

- (b) Name the thief who stole the Cardinal's ring.
- (c) Who took a lantern and went in search of an honest man? Tell anything else you know about him.

INFORMAL CLASS TALKS

If a man is honest only because it pays to be so, do you consider him a virtuous man?

LESSON J

REFERENCE WORK

- 1 What is the difference between civil and criminal law? Give an example under each.
- 2 What is the difference between a barrister (or advocate) and a solicitor?
- 3 Find out what is meant by (a) the assizes, (b) the quarter sessions; or if you live in Scotland by (a) the Sheriff Court, (b) the High Court of Justiciary.

A MOCK TRIAL

Consider the following case which always holds the audience. It makes full use of the old theme of circumstantial evidence where the (innocent) prisoner is in grave danger of being convicted but is saved at the last moment by what should become front page news.

A man is convicted of a bank robbery. The crime was actually committed by some members of a gang of international thieves who stole the man's car and then left it just outside the town. How are you going to let the public know this? Is it necessary?

The counsel for the prosecution piles up the evidence. He brings to light the large amount of money owed by the prisoner to the various witnesses he calls, an immaculate doctor, a portly butcher, a garrulous landlady. He finds out too that the prisoner had intended leaving the town very early the next morning [porter or stationmaster]. The prisoner says he was alone in the house all evening and had retired rather early to bed. Nobody had seen him. A clear case! Now, counsel for the defence! Now you amateur detectives! Now, you ambitious newspaper reporters! How about bringing those gangsters to justice?

LESSON K

Go not for every grief to the physician, nor for every quarrel to the lawyer

1 Explain what is meant by :

- (a) make a mountain out of a molehill
- (b) a storm in a tea-cup
- (c) take the law into one's own hands
- (d) lay down the law

2 Note the ease with which we can make new verbs, or give new meanings to verbs, by merely adding prepositions or adverbs. Explain what is meant by :

| | | |
|---------------|-------------|------------|
| to go through | to go under | to go with |
| to go all out | to go off | to go into |

Now give a single word for each of the following :

- | | | |
|-------------|----------------|----------------|
| (a) go away | (d) go forward | (g) go quickly |
| (b) go back | (e) go into | (h) go slowly |
| (c) go down | (f) go up | (i) go against |

3 Make sentences containing the following phrases, using any part of the verb you wish :

| | |
|---------------------------|---------------------------|
| go against the grain | go halves in |
| go through thick and thin | go through fire and water |

4 Certain nouns, adjectives and adverbs are usually followed by certain prepositions. Use the following examples in sentences :

| | | |
|---------------|------------|----------------|
| exception to | liking for | interest in |
| experience of | disgust at | reputation for |

5 Do the same with these :

| | | | |
|-------------|-------------|-------------|------------|
| angry at | {something} | angry with | {somebody} |
| differ from | {something} | differ with | {somebody} |

LESSON K.

answerable for (*something*) answerable to (*somebody*)
disappointed in (*something*) disappointed with (*somebody*)

6 Insert the correct prepositions in the blank spaces :

- (a) The doctor apologised . . . his patient . . . being late.
- (b) The lawyer agreed . . . the proposal.
- (c) Andrew's answer was different . . . mine.
- (d) The boy was completely dependent . . . his parents.
- (e) He was congratulated . . . his success.

7 Supply adverbs to :

- (a) Mrs Jones was completely run
- (b) The burglar was run
- (c) The batsman was soon run
- (d) The urchin soon ran

8 What particular names do we give to the following places :

- (a) where doctors receive their patients
- (b) where law is meted out
- (c) where food is stored by keeping it at a low temperature
- (d) where aeroplanes are housed
- (e) where aeroplanes land
- (f) where cars are kept

9 Describe as clearly as you can the work done by each of the following :

| | | | |
|----------------------|------------|------------|---------|
| general practitioner | specialist | optician | oculist |
| veterinary surgeon | lawyer | magistrate | coroner |

10 *Doctor* is to *patient* as *lawyer* is to *client*.

Now complete the following :

Teacher is to . . . as shopkeeper is to

Host is to . . . as guardian is to

Employer is to . . . as landlord is to

ENGLISH FOR TODAY II

ANOTHER CROSSWORD COMPETITION

Time limit for this competition = 15 minutes

An illness or disease, either of the body or of the mind

M A L . . . Y

Something that will act against disease so as to set matters right

A N T I

A place where one goes to in order to recover one's health

C A N M

One who is gradually recovering his health

C O N T

The art of preparing and mixing medicines

P H Y

A person who cannot sleep is suffering from this ailment

N A

A person who takes his quarrel with another to law

P L F F

The person against whom the case is brought

D E F T

Declared innocent of

A C Q D

Pronounced guilty of

C O N D

The legal term for *writing* something that may injure a person's character

L L

The legal term for *saying* something that may injure a person's character

S L R

LESSON L

LESSON L

Every cloud has a silver lining

1 Explain briefly what is meant by the above sentence.

2 Explain what is meant by :

- (a) It's a long lane that has no turning.
- (b) to see things through rose-coloured glasses
- (c) *Nil desperandum*.

3 The pronouns and adjectives *each*, *every(one)* are followed by verbs in the singular ; *either*, *neither* take the singular also (if the person or thing referred to is singular).
Every man is not born with a silver spoon in his mouth.
Each of the students *has* a notebook.

Insert the correct word in the following sentences :

- (a) Each of the boys . . . a model aeroplane. [has or have]
- (b) Everyone . . . passed his test. [has or have]
- (c) Either Tom or Harry . . . correct. [is or are]
- (d) Neither man . . . the job. [like or likes]
- (e) Everybody . . . delighted with the result. [was or were]

4 When two singular nouns are joined by 'and' the verb should be plural. But when two singular nouns are joined by 'with' or 'as well as' the verb should be singular :

Tom *and* his friend Bob *were* early at the match.
Tom, *with* his friend Bob, *was* early at the match.

Complete the following sentences by inserting the correct verb :

- (a) Betty, with several others, . . . early in the queue.
[was, were]
- (b) Joan, as well as May, . . . an early riser. [is, are]
- (c) The centre-forward and the inside right . . . both offside. [was, were]
- (d) Hammond, with three others, . . . caught in the slips.
[was, were]
- (e) Hammond and three others . . . caught in the slips.
[was, were]

5 Consider the following :

Form IIA was the best form in the school.

Form IIA were quarrelling noisily among themselves.

In the first sentence the collective subject, Form IIA, is correctly followed by a singular verb, for we are obviously thinking of Form IIA as *one* group.

In the second sentence however it is equally obvious that we are thinking of the individual members of Form IIA, and therefore the verb is in the plural.

Supply the correct form of the verb in each of the following :

(a) The jury . . . absent for only ten minutes. [was, were]

(b) The jury . . . arguing among themselves. [was, were]

(c) The crew . . . paraded on deck. [was, were]

(d) The crew . . . complaining about leave being cancelled.
[was, were]

6 Complete the following proverbs :

(a) While there's . . . there's

(b) There's a . . . lining to

(c) Hope deferred maketh

(d) Hope springs eternal in

7 What is the topic common to the four proverbs quoted in the previous question ? Tell what you know of either Pandora's Box or the Slough of Despond.

8 What is the difference between an optimist and a pessimist ?

Note : Do not begin your answer : ' The difference between an optimist and a pessimist is ' Use this form :

' An optimist is a person who , whereas a pessimist is one who '

9 What is a mirage ?

10 Would you be happy living in a fool's paradise ?

INFORMAL CLASS TALKS

1 About 450 years ago Sir Thomas More, a wise and able statesman, told a story of how a Portuguese sailor discovered a country that he called Utopia. In this country everything

LESSON M

was perfect : there was an ideal government for this ideal State ; but of course all was entirely imaginary. The word Utopia literally means ' Nowhereland.' One of the things the sailor found in this ideal State was that every house had a large garden and a supply of fresh water.

State what you think of this ideal. Is it your opinion that every house should have a garden attached to it ?

- 2 Nowadays many people have gardens but some do not bother to cultivate them. One Urban Council has recently issued an ultimatum to its tenants who have not cultivated their gardens, to the effect that if they do not do so they will be evicted. The authority is determined that the whole of its housing estate shall be tidy for next year. Do you think it should be in the tenancy agreement that a person who occupies a council house should be responsible for cultivating his garden ?
- 3 ' Public money is scarcely ever so well employed as in procuring bits of waste ground and keeping them as open spaces.'
Do you agree with this statement or have you any better suggestions ?
- 4 Which is your nearest public park ? How many people are employed to look after it ? Who pays them ? Where does the money come from ? Make a list of public parks and open spaces belonging to your town or village. Can you suggest improvements that might be made to any of them ?

LESSON M

Charity begins at home but should not end there

- 1 Explain what is meant by :

- | | |
|-----------------------|----------------------------|
| (a) a good Samaritan | (c) charity begins at home |
| (b) Christian charity | (d) humane |

- 2 'Charity suffereth long, and is kind ; charity envieth not ; charity vaunteth not itself, is not puffed up.'

From where are these lines taken ? By whom were they written ? To whom ? Give the meaning of the passage in your own words.

- 3 Study this example of word-making :

| Prefix | Root | Suffix |
|--------|--------|--------|
| | charit | |
| | charit | able |
| un | charit | able |

In a similar fashion form new words from :

| | | | |
|------|--------|---------|-----------|
| end | become | product | response |
| sale | profit | inhabit | practical |

- 4 By adding a prefix give words opposite in meaning to :

| | | | |
|-------------|----------|-----------|----------|
| comfortable | kind | steady | tenanted |
| legible | legal | mature | moderate |
| regular | reverent | religious | relevant |

- 5 A person who does charitable deeds is known as a benefactor (Latin *bene*, well ; *facere*, do). Now find out the meanings of :

| | | |
|----------|-------------|------------|
| benefit | beneficial | benevolent |
| benefice | benediction | malevolent |

- 6 A person who loves mankind and performs good deeds and services for others is also known as a philanthropist (Greek *philos*, lover of ; *anthropos*, mankind). Now find out the meaning of :

| | | |
|-----------|--------------|-------------|
| philately | philharmonic | philosopher |
| altruist | egotist | linguist |

- 7 The prefixes in English come from three main sources : Old English, Latin and Greek. A knowledge of the commoner Latin and Greek prefixes is very useful. Be sure to devote several pages of your notebook to collecting them, and add to the list whenever you meet fresh examples in your reading.

Find five words beginning with the prefix *bi-* (two), and five with *tri-* (three).

LESSON M

8 Find five words beginning with the Latin prefix *ante-* (before), and five with the Greek prefix *anti-* (against).

9 Solve the following crossword clues :

A trip for pleasure

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| E | X | C | . | . | . | . | N |
|---|---|---|---|---|---|---|---|

A passage out

| | | | |
|---|---|---|---|
| E | X | . | . |
|---|---|---|---|

To shut out

| | | | | | |
|---|---|---|---|---|---|
| E | X | . | . | . | E |
|---|---|---|---|---|---|

To pull out

| | | | | | |
|---|---|---|---|---|---|
| E | X | . | . | . | T |
|---|---|---|---|---|---|

To tire out

| | | | | | |
|---|---|---|---|---|---|
| E | X | . | . | . | T |
|---|---|---|---|---|---|

To send out of a country

| | | | | | |
|---|---|---|---|---|---|
| E | X | . | . | . | T |
|---|---|---|---|---|---|

To stretch out

| | | | | | |
|---|---|---|---|---|---|
| E | X | . | . | . | D |
|---|---|---|---|---|---|

Widespread

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| E | X | . | . | . | . | V | E |
|---|---|---|---|---|---|---|---|

To put out

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| E | X | . | . | . | . | . | H |
|---|---|---|---|---|---|---|---|

A going out or departure (of a whole nation)

| | | | | | |
|---|---|---|---|---|---|
| E | X | . | . | . | S |
|---|---|---|---|---|---|

10 The following common words contain the letters *ch*, but in these cases the *ch* is sounded as *k*. Find out the meanings of any of the words not known to you, and ask someone to check your pronunciation of them :

| | | | |
|------------|-----------|-----------|------------|
| chaos | chaotic | chemical | chrysalis |
| choir | choral | chord | chorus |
| chloroform | character | chameleon | chronology |

INFORMAL CLASS TALKS

I From my newspaper ;

' We are kinder men than our ancestors ; we practise charity, in the Christian sense, more than any other age has done.'
Do you agree with this statement ? Discuss the matter at length.

ENGLISH FOR TODAY II

DEBATES

- 1 That we are kinder people today than our forbears of a hundred years ago
- 2 That wild animals should not be kept in zoos or in travelling menageries
- 3 Give the pros and cons likely to be useful in a debate on 'Keeping Pets.'

REFERENCE WORK

- Find from suitable works of reference why each of the following has achieved fame as a philanthropist or benefactor :

| | |
|-----------------|----------------------|
| Dr Barnardo | Robert Owen |
| Alfred Nobel | John Harvard |
| Lord Nuffield | Elizabeth Fry |
| General Booth | William Wilberforce |
| Andrew Carnegie | St Francis of Assisi |

LESSON N

Necessity is the mother of invention

- 1 Express the same idea in your own words.
- 2 Explain what is meant by :
 - (a) to make a virtue of necessity
 - (b) making bricks without straw
 - (c) Hobson's choice
 - (d) a *sine qua non*
- 3 Form adjectives and verbs from the following nouns :

| | | | |
|---------|--------|-----------|------------|
| mystery | beauty | education | navigation |
| danger | circle | courage | dictator |

[Example : necessity *adj.* : necessary *verb* : necessitate]

LESSON N

- 4 The suffixes *-er* and *-or* both show the doer, nouns having these endings usually meaning 'one who does something.' Make nouns meaning 'one who. . .' by using the proper suffix with the following words :

| | | | | |
|------|-------|---------|----------|-----------|
| acts | sails | creates | manages | surveys |
| buys | wars | audits | conducts | instructs |

- 5 The suffixes *-ary* and *-ory* usually denote a place for keeping things. [But find the meaning of the word 'inventory.']

Find the meanings of :

| | | | |
|--------|---------|-----------|--------------|
| aviary | armoury | dormitory | conservatory |
| apiary | granary | infirmary | library |

- 6 In the previous lesson you met certain words ending in *-ist*. This suffix denotes a person who holds a belief or practises an art :

monarchist, one who believes in monarchy
chiroprapist, one who practises the art of chiropody

Give definitions of the following :

| | | | |
|---------|---------|----------|------------|
| artist | dentist | botanist | capitalist |
| chemist | florist | atheist | machinist |

- 7 Nouns ending in *-ant* and *-ent* usually mean 'one who does something' : complainant, one who complains.

Add *-ant* or *-ent* to each of the following, and then state the meaning of the word formed :

| | | |
|----------------|-----------|---------------|
| depend*** | oppon*** | correspond*** |
| superintend*** | defend*** | convalesce*** |

- 8 Since English is specially rich in synonyms (words of the same or nearly the same meaning) we have to take particular care when choosing our words. For instance, shall we say that Sir Humphrey Davy *discovered* nitrous oxide and *invented* the miners' safety lamp, or *vice versa* ?

To invent means to make or devise something new (that is, something not previously existing); whereas *to discover* means to find something already there. Therefore we say that he *discovered* nitrous oxide and *invented* the safety lamp. Did Sir Humphrey Davy discover or invent sodium and potassium ?

ENGLISH FOR TODAY II

- 9 Say which of the two words 'discovered' or 'invented' applies to each of the following :
- | | | | |
|------------|------------|------------|------------|
| radium | telephone | television | North Pole |
| penicillin | microphone | shorthand | X-rays |
- 10 Explain as clearly as you can the difference between :
- | | | | |
|---------------|-------------|---------|---------|
| (a) invention | contrivance | forgery | project |
| (b) sketch | skeleton | copy | draft |

REFERENCE WORK

- 1 Sir Humphrey Davy refused to *patent* his lamp. Find out what that means. What is a patent medicine ?
- 2 "Write an informative sentence about nitrous oxide.
- 3 Find from a suitable work of reference the invention or discovery for which each of the following was responsible (state whether invention or discovery) :

| | | |
|--------------|--------------|---------------------|
| Samuel Morse | Graham Bell | Montgolfier |
| John Cabot | Archimedes | Roald Amundsen |
| J. L. Baird | Gutenberg | the Wright brothers |
| Robert Peary | T. A. Edison | David Lilienthal |

Write an informative paragraph about any *one* of the above, and then another paragraph about the invention or discovery made.

LESSON O

Wisdom does not always speak in Greek or Latin

- 1 Explain what is meant by :
- It's Greek to me.
 - When in Rome do as the Romans do.
 - Rome was not built in a day.
 - to be wise after the event
- 2 Although it is true that 'Wisdom does not always speak in Greek or Latin,' yet even a slight acquaintance with these languages is very valuable. In the last two lessons you were shown the value of a knowledge of the more common Latin

LESSON O

- and Greek prefixes and suffixes. You should now learn the commoner Latin and Greek roots. (Find out what is meant by the root of a word.)
- 3 Not only do a large number of the words already in use come from Latin and Greek, but many of the words continually being added to the language are also built up from them. When J. L. Baird invented an apparatus to reproduce pictures of distant happenings, like the Cup Final at Wembley, a name had to be found for it. We cannot say we are going to buy 'an instrument that enables us to see distant things in our own home.' Instead we use the Greek prefix *tele* (distant) and the Latin root *vid-* (*video*, *visum*, see), joining them together to form a new word, 'television.'

Find out the meanings and the derivations of :

telescope telephone telegraph telepathy

- 4 Consider the Latin root *aud-* (*audio*, *auditum*, hear). Note how many words can be built from it :

| | | |
|------------|--------------|------------|
| audience | | audible |
| audition | <i>audio</i> | inaudible |
| auditorium | | audibility |
| audiometer | | auditor |

Find out the meaning of each word.

- 5 Now see if you can obtain eight words built up from the Latin *credo*, *creditum* (believe), the prefixes *in-* (not) and *dis-* (not), and the suffix *-ible* (capable of).
- 6 Let us take the Latin root *port-* (*porto*, *portatum*, carry) and combine it with the prefixes *im-* (in), *ex-* (out of), *re-* (again), *trans-* (across), and the suffixes *-er* (agent or doer), and *-able* (capable of). We have the following :

| | | |
|-----------|--------------|----------|
| import | | porter |
| export | <i>porto</i> | portable |
| report | | importer |
| transport | | exporter |

Find out the meaning of each word.

ENGLISH FOR TODAY II

- 7 Let us now combine some Greek roots and prefixes. Note the following roots :

log- (from *logos*, speech) *gram-* (from *grammá*, letter)

and the following prefixes :

dia- (through) *pro-* (before) *epi-* (upon)

Joining these we obtain :

dialogue prologue epilogue

diagram programme epigram

Find out the meaning of each word.

- 8 Besides joining roots and prefixes we can also join two or more roots.

- 9 Note the following :

bi-ús (life) *tel-e* (distant) *mikr-os* (small)

skop-ein (see) *graph-ein* (write) *phon-e* (sound)

From these we obtain :

biography telescope telegraph

microscope microphone microbe

Find out the meaning of any of these words unfamiliar to you.

- 9 Now find out the meanings of :

autograph autobiography photograph monograph

- 10 Find out the meanings of :

autocrat automaton automatic automobile

INFORMAL CLASS TALKS

- 1 Imagine that your form has the choice of a school holiday in either Greece or Rome. Which would you choose? Discuss what preparations would have to be made. What about money? What about the problem of language?

- 2 From my newspaper :

‘The secondary modern school (11-15) gives a splendid opportunity for teachers to introduce into the curriculum a language that for interest, simplicity, and practical use is unsurpassed—the international language ***.

‘Almost any pupil after less than a year’s course of two lessons a week would be able to speak it, and to correspond

LESSON P

- 'with others in any country in the world. By means of the language, too, the pupils' interest in English, Geography, History, Science, Economics, etc. would be heightened Teachers can learn the language in a month.'
- Discuss this letter.

DEBATES

- 1 That all pupils of 11-15 should learn an international language
- 2 That all pupils of 11-15 should learn a modern European language other than their own
- 3 That a holiday at home is better than a holiday abroad

REFERENCE WORK

- 1 Suppose your form has chosen to visit Greece for a holiday tour. Make out
 - (a) a list of three ports your ship might call at, and write a sentence about each of them;
 - (b) a list of seven chief places of interest you would visit in Greece.
- 2 What is a Baedeker ?
- 3 What is a *dead* language? In what countries do people speak the following languages:
Basque Gaelic Breton Erse Magyar

LESSON P

Speak neither well nor ill of yourself. If well, men will not believe you; if ill, they will believe a great deal more than you say.

- 1 Note carefully the punctuation of the text. The comma, the semi-colon and the full stop are the chief punctuation marks used today. They are used for one main purpose, namely, to make reading easy for us by showing where to pause. So think of these three stops as pauses or breathing-

ENGLISH FOR TODAY II

spaces. The comma is used to indicate one breathing-space, a natural pause after a word, phrase or clause. The semi-colon is used for a longer pause, and the full stop for a longer pause still. Now read the text aloud, for your teacher's remarks.

- 2 The comma marks the shortest pause and is used to separate words in a series : ' Bartle, Blair, Bowden, Carter and I are going to Berwick these holidays.'
' Football, cricket, rowing and tennis are my favourite outdoor sports.'
Compose two further examples.
- 3 The comma is also used to separate words in apposition, and adjectival clauses, from the rest of the sentence :
' Smith, the local butcher, has opened out a new shop.'
' Scott, the school captain, who scored fifty runs last week, is now heading the batting averages.'
Compose two further examples
- 4 Words leading up to a direct quotation, or following the quotation and showing the speaker, are separated from the quotation by a comma : The Mayor said, ' Ring the bells till they rock the steeple.'
' Ring the bells till they rock the steeple,' said the Mayor.
Now punctuate the following sentence so as to give it two different meanings :

The teacher said the boy was a fool.

- 5 In letter-headings each item except the last may be followed by a comma :

80 Great King Street,
Alnwick,
Northumberland.
17th May 1946

Write out the address of

(a) your Father and Mother (b) your Headmaster

- 6 The semi-colon is useful in longer sentences. Such sentences have often two or more parts, and the semi-colon is useful in marking off one part from the other ;

LESSON P

- it gives a balance to such sentences. Its use is well shown in the text.

Punctuate the following :

Do not all you can spend not all you have believe not all you hear tell not all you know.

The full-stop is used :

(a) at the end of every sentence : ' I shall see you on Wednesday.'

(b) after abbreviations : B.A., B.Sc., Y.M.C.A., D.S.O.

(c) after initials : R. W. V. Robins, T. V. G. Brown

Copy the above examples into your notebook.

- 8 Make a written application for *either* of the following jobs :

Boys :

Office Juniors : A large multiple retail firm has vacancies at its head office for boys aged 15-16. Good work in this capacity will lead to openings for promotion to progressive positions at the age of 17. Positions are permanent and carry good salaries with annual increments. Apply by letter : Staff Manager, E. Soulsby Ltd., Wansbeck House, Wansbeck Street, S.E.1.

Girls :

Girl 15-17 years of age required for office work. Neat writer and good at figures. E. Elsdon, 57 Charlton Street, Bristol.

- 9 Ask your teacher to read the written applications and for each post to select the three he considers best. These pupils will attend at a Mock Interview. Select other pupils to act on the interviewing committees. These should have questions ready to ask of each candidate, as to health, school attendance, position in form, best subjects, and the like.
- 10 ' Why have you applied for this position ? '
' Are you prepared to attend evening classes if you obtain this post ? '
Prepare suitable replies to these two questions.

THE MOCK INTERVIEW

'Boy or girl wanted in office. English and Arithmetic important. Apply by letter, C. Dix, Station Road, Bradford.' Ask your teacher to read the written applications of the whole form, and to select the three best. These applications are to be written out on unlined paper. (It is amazing how difficult this is at one's first attempt.) The three selected pupils will attend for interview. Select six other pupils to act on the committee.

Remember the sound advice given in Lord Wakefield's book, *On Leaving School* :

A 'In the commercial world the medium of introduction is usually a letter in reply to an advertisement. All that the office chief has to guide him in making his first selection is the letter. That is the boy's first ambassador. It must be perfect ; complete and concise. Half the letters sent in on these occasions are slipshod, badly phrased, lacking in some essential piece of information, undated or even unsigned. When the applicant has composed his letter he should read it out to himself, critically and unsympathetically. He should try to picture himself as the recipient [receiver], and ask himself whether there is anything that will cause it to stand out among the scores of others so as to result at least in selection for an interview.'

B 'My advice to those who have to go through this ordeal ¹ is this—be convinced that you can do anything that you may be called on to do. The business man before you may have forgotten more book-keeping than you know ; but at least you have ready at hand what you know. But never go to the other extreme and claim abilities you do not possess. That form of bluff may succeed once, but in the long run it is bad policy.'

[For detailed notes on Letters of Application, see chap. viii]

¹ that is, an interview for a job

LESSON Q

LESSON Q

A bad workman always blames his tools

- 1 A workman is a man who works. Say what we call a man who :

| | | | | |
|-------|--------|----------|---------|---------|
| idles | steals | burgles | invents | surveys |
| swims | audits | dictates | acts | lies |

- 2 Write down a word ending in *-nt* to mean each of the following :

| | |
|------------------------------------|----------------------|
| (a) one who studies | (b) one who receives |
| (c) one who resides | (d) one who claims |
| (e) one who uses his power cruelly | |

- 3 Describe as clearly as you can the occupations of :

| | | | |
|--------------|-----------|---------|-----------|
| compositor | stationer | athlete | florist |
| confectioner | mechanic | mason | architect |

What kind of work is done by a stevedore ?

- 4 With whom do you associate the following :

| | | | | |
|------------|---------|------------|-------------|---------|
| joy-stick | spanner | plough | plane | capstan |
| brief-case | chisel | baton | saw | jemmy |
| palette | lathe | theodolite | stethoscope | |

- 5 A Describe as clearly as you can the difference between :

| | | | | |
|-------------|---------|---------|-----------|---------|
| (a) workman | artisan | artist | craftsman | artiste |
| (b) tool | utensil | machine | apparatus | gear |

B State what kind of work is performed in each of the following places :

| | | | | |
|----------|------------|------|---------|---------|
| workshop | laboratory | mill | factory | furnace |
| studio | wharf | mint | forge | foundry |

- 6 Explain what is meant by :

| | |
|---|--------------------------|
| (a) an expert, a bungler | (e) a Jack of all trades |
| (b) a prima donna | (f) a crack shot |
| (c) a member of the awkward squad | (g) a novice |
| (d) an Admirable Crichton | (h) a quack |
| (i) He will never set the Thames on fire. | |

ENGLISH FOR TODAY II

- 7 In every craft, trade or profession there are many technical words and phrases that the beginner should master as soon as possible. You would soon be in difficulties in your science lessons if you did not know the meaning of the following :

expand expansion contract soluble dissolve
analyse analytical analysis hydrometer barometer

Use *five* of these words in sentences of your own.

- 8 *To expand* is the opposite of *to contract*. Give words opposite in meaning to each of the following :

expansion soluble solidify multiply
convex external maximum elevate

- 9 Most people today have an interest in aeroplanes. Find the meaning of the following terms taken from a book dealing with the making of model aeroplanes :

fuselage cockpit ceiling rudder
altimeter nose dive stream-lined glider
propeller elevator sparking-plug aerofoil

- 10 Most people are interested in housing, building and architecture. Find out the meaning of the following terms :

central heating oriel window cupola recess
pre-fabrication two-way switch frieze lintel
french windows distemper joist eaves

REFERENCE WORK

- 1 Find out why the name of William Morris should be specially mentioned in this lesson.
- 2 Write two or three sentences about *either* of the following :
George Hepplewhite Thomas Sheraton
- 3 How many of the following persons can you name :
 - (a) An Italian who was the most famous maker of violins. His violins are said to be the best that have ever been made. (S)
 - (b) A person who was born at Burslem in Staffordshire, and was known as the Prince of Potters. He produced pottery that was delightful to look at. (W)

LESSON R

- (c) The Scotsman who was one of the first to put a durable surface on roads. (M)
 - (d) An American who thought of how to make the best possible car at the cheapest possible price. (F)
 - (e) The American who made the first carbon filament lamp and patented the first sound-recording machine. At 12 years of age he was selling newspapers on board long-distance trains. (E)
 - (f) The two brothers who were the first to travel through the air in a heavier-than-air machine and direct their own course. They flew 24 miles (1908). (W)
 - (g) An artist who was a great English portrait painter of the eighteenth century. One of his most famous pictures is 'The Blue Boy.' (G)
- 4 Choosing any *one* of the following topics, with the aid of reference books write a short account of it :
- (a) The building of the Suez Canal
 - (b) The excavation of the Severn Tunnel
 - (c) The building of the Forth Bridge
 - (d) The making of the Burma Road

LESSON R

He who puts on a public gown must put off a private person

- 1 Explain what is meant by :
- (a) public opinion
 - (b) public-spirited
 - (c) Public School
 - (d) Private School
 - (e) Public Enemy No. 1
- 2 Explain too the meaning of the following Latin phrases, sometimes seen at the end of Letters to the Editor :
- (a) *pro bono publico*
 - (b) *vox populi*
- 3 What do we mean when we say that some distinguished person is travelling incognito ?
What is a pseudonym ?
- 4 Point out the adjectival clause in the text.

- 5 Write sentences, each containing an adjectival clause, about the following :

| | |
|----------------------|--------------------------|
| The Prime Minister | The Pied Piper |
| The House of Commons | The Lord Mayor of London |
| Dick Whittington | The Guildhall |

N.B.—Be sure to place your adjectival clause as near as possible to the word it describes or qualifies :

The Prime Minister, who . . .
The Guildhall, which . . .

- 6 State the difference between :

(a) a Lord Mayor and a mayor (b) a city and a town
(c) A Member of Parliament and a Cabinet Minister

Do not begin your answer : 'The difference between a Lord Mayor and a mayor is' Make use of either of the following forms :

(a) 'A Lord Mayor is the chief . . . ; a mayor is the chief'
(b) 'A Lord Mayor is the chief . . . *whereas* a mayor is the chief'

- 7 What are (a) county councillors, (b) aldermen ?
What proportion of the councillors are aldermen ? Why is the presence of aldermen desirable on a county council ?

- 8 What is a motion ? Say what is meant by :

(a) the motion was carried unanimously
(b) the motion was carried with two dissentients

Find out too what is meant by :

(a) *nem. con.*
(b) the majority, the minority
(c) proposing an amendment
(d) rescinding a resolution
(e) seconding an amendment
(f) a casting-vote

If an amendment is seconded is it put to the vote before or after the original motion ?

LESSON R

- 9 'The chairman of a council is elected by his fellow members and *presides* over all the meetings. During his *tenure of office* he is *ex officio* a Justice of the Peace for the county.' Explain the meanings of the words in italics. What is a J.P. ?
- 10 Give *two* examples of famous writers who concealed their private personalities by the use of a pen-name.

REFERENCE WORK

How many of the following questions are you able to answer ?
Reference books may be used.

- 1 How many Members of Parliament are there ?
- 2 What is the present salary of an M.P. ?
- 3 What money deposit must be paid in by a candidate for election to Parliament ?
- 4 What percentage of the total number of votes cast must a candidate poll if he is not to forfeit this deposit ?
- 5 In what year was the right to vote given to all persons over 21, except criminals, lunatics and peers ?
- 6 Who is the M.P. for your district ?
- 7 What political party is in power at the moment ? When is the next general election due ?
- 8 What is a by-election ?
- 9 How often are Local Government elections held ?
- 10 What is a Lord Provost, a provost ?
- 11 To whom belongs the honour of being the first woman member to sit in the Commons ?
- 12 What is meant by the term 'the Opposition' ?

RESEARCH WORK

- Although nowadays every man and woman over 21 is entitled to vote, it was not always so. Once upon a time the right to vote was restricted to the very few. Find out how the right to vote has been gradually extended during the last hundred years or so. The following dates will be of help to you :

1832 1867 1884 1918 1928

You may illustrate your answer graphically if you wish.

ENGLISH FOR TODAY II

CLASS ACTIVITIES : PUBLIC SPEAKING

- 1 A Mock Election for seats on the local council
[Speeches of the rival candidates detailing the improvements they will make in the locality, answering of questions put by members of the audience ; ending with a ballot and votes of thanks and congratulation.]

2 A Council Meeting

Agenda

- (a) Minutes of previous meeting
- (b) Business arising from the minutes
- (c) Complaints about inadequate bus services for workers at the time when they leave home for work
- (d) Purchase of extra playing-field for the two new schools in the area
- (e) Complaints about the early morning postal services, and the Postmaster General's reply
- (f) Complaints about poor type of films shown recently : a News Theatre suggested
- (g) Any other business

[For this type of lesson all the class may be councillors, who will divide into sub-committees to deal with the various items on the agenda. The sub-committees will have reports written up of the investigations they have made, the progress to date, and decisions they have reached. The reports should be read out by the chairmen of the sub-committees.]

- 3 What arguments would you put forward if you were speaking in favour of one of the following being provided for your town ?

- (a) a News Theatre
- (b) playing-fields for school children
- (c) a public library
- (d) a large boarding-school (on the outskirts) where the pupils would live from Monday morning to Friday evening

[As you are certain to have some opposition, jot down what arguments you would have ready to meet it.]

LESSON 8

LESSON 8

Who teaches often learns himself

1 State the antecedent of *who*. Change the wording of the text into the plural.

2 Explain what is meant by :

- (a) a self-educated person (b) one's *alma mater*
(c) the school curriculum (d) the three Rs

At what school did you learn the *elements* of arithmetic ?

3 Distinguish in meaning between :

- (a) a teacher and a tutor
(b) a pupil and a student
(c) vocational training and vocational guidance

4 Your teachers go to school in order to *teach* you various subjects. You go to school in order to *learn*. Your teacher *teaches* you, but he does not *learn* you.

Use 'teach,' 'learn,' 'taught' and 'learnt' in sentences.

5 'Practice makes perfect,' and a boy pianist who practises continually will soon become proficient. No doubt he will be one of the *principal* performers at your school concert. *Principal* is an adjective and means chief : 'The *principal* singer was absent.'

The word *principal* is also often used as a noun, but it still retains its meaning of *chief*: the principal of a college or firm.

Use the word *principal* first as a noun and then as an adjective. What is the meaning of 'vice-principal' ?

6 *Principle* is a noun and means a guide to action, a law or doctrine. We say of an unscrupulous person that he is without principle, and of another person that he is acting according to his principles.

Use the word *principle* in two sentences.

ENGLISH FOR TODAY II

- 7 One who is willing to learn is said to be teachable. One who is easily managed is said to be manageable.

Add *-able* to each of the following :

| | | | |
|--------|----------|-------|------|
| trace | marriage | adore | love |
| notice | change | note | move |

- 8 Consider the following :

‘ I shall learn my lessons tonight.’

‘ I promise I will learn my lessons tonight.’

When we are merely making a statement, uttering a remark haphazardly, and when we wish to express nothing more than mere future time we use the word *shall* for the First Person, and the word *will* for the Second and Third Persons :

| | | |
|----------------|----------------|----------------------|
| I shall learn | you will learn | he or she will learn |
| We shall learn | you will learn | they will learn |

When, however, we wish to express intention or determination, to show force of will, we do the opposite :

| | | |
|---------------|-----------------|-----------------------|
| I will learn | you shall learn | he or she shall learn |
| We will learn | you shall learn | they shall learn |

Copy these two rules into your notebook.

- 9 Supply the correct word, *shall* or *will*, in the following :

(a) I think I . . . be there in the morning.

(b) I . . . come this evening.

(c) I . . . come this evening even if it rains cats and dogs.

(d) I . . . go if I please and you . . . not stop me.

- 10 What is wrong with, ‘ I will be glad to see you

LECTURETTES

It is certainly true to say that he who teaches often learns. One of the surest ways of mastering a subject is to prepare a short lecture on it. Besides being useful as a method of mastering the subject, the giving of a lecture is one of the most valuable forms of training for speaking in public.

LESSON 5

There are two ways of preparing the lecturette :

- (a) by writing it out in full beforehand and then reading it to your audience ; or
- (b) by speaking with the aid of a few carefully prepared headings.

The second method, though more difficult, is much the better way. When you have decided on your subject, first find out all you can about it. Consult reference books, ask questions of your parents and teachers, and do a little private research work. Then, when you have gathered together all the material you need, write out a brief outline of your talk, dividing it into headed paragraphs, each paragraph dealing with one point or topic of your subject. If you have thought carefully about what you are going to say these headings should be sufficient. They will classify your thoughts and keep you from worrying about what is to come next. Suppose your talk is 'The Keeping of Rabbits,' your headings might be :

- (a) Advantages of rabbit keeping (Introductory sentence)
- (b) Different kinds of rabbits
- (c) Need for cleanliness. Diseases caused by stale food and dirt. Remedies
- (d) Chief points about a good hutch
- (e) Anecdotes about your pet
- (f) Best magazine or paper with information about this topic (Concluding sentence)

Prepare a lecturette on any *one* of the following subjects :

- | | |
|-----------------------------|-------------------------------|
| (a) Model Aeroplanes | (b) Rare Stamps |
| (c) How to make a Periscope | (d) My Youth Club |
| (e) My Favourite Book | (f) The Care of Dogs |
| (g) My Household Tool-chest | (h) Salads and Salad Dressing |

[For detailed notes on Lecturettes see special section]

LESSON T

Nice eaters seldom meet with a good dinner

- 1 In the text the word 'nice' is for once in a way the exact word to be used. Here is what one finds in the dictionary about the word: '*Nice*—particular; hard-to-please; fastidious; taking notice of very small differences.' The word is properly used in the text, therefore, because it is referring to the taste of a person where that taste is not easily pleased. Now use the word 'nice' in two sentences of your own.
- 2 What do we mean when we say that a person is a connoisseur in something? Name two things that one may be a connoisseur in.
- 3 Explain as clearly as you can the difference between :
 - (a) a connoisseur and a critic
 - (b) an amateur and a professional
 - (c) a layman and an expert
 - (d) an expert and a dilettante
- 4 Which do you think nice eaters would most enjoy : a cheap, dear, or expensive meal? State your reasons in full.
- 5 Will nice eaters be *careful*, *cautious*, *careless* or *reckless* about the food they eat? Use these four words in sentences so as to show that you are aware of their differences in meaning.
- 6 Explain what is meant by both of the following statements :
 - (a) The many editions that have been issued are evidence of the great popularity of this cookery book. Enlarged from time to time it has now become a comprehensive and authoritative work; and all the instructions are clear and easy for the amateur to follow.
 - (b) The recipes in this booklet are representative of what may be found in the full edition.

LESSON T

- 7 Many French words connected with eating are in almost daily use in English. Devote a page of your notebook to the collection of such words, and learn their meanings. Find the meanings of :

| | | | | |
|------------------|-----------------|-------------|---------------------|----------------|
| <i>entrée</i> | <i>consommé</i> | <i>menu</i> | <i>hors-d'œuvre</i> | <i>ragout</i> |
| <i>réchauffé</i> | <i>omelette</i> | <i>chef</i> | <i>table-d'hôte</i> | <i>rissole</i> |

- 8 (a) What is a grill-room ?
 (b) What is a running buffet ?
- 9 Devote another page of your notebook to the collection of other French words in everyday English use. Begin with the following and find out their meanings and use :
- | | | | |
|---------------------|--------------------|----------------|--------------------|
| <i>aide-de-camp</i> | <i>chaperon</i> | <i>élite</i> | <i>naïve</i> |
| <i>belle</i> | <i>chauffeur</i> | <i>ennui</i> | <i>née</i> |
| <i>blasé</i> | <i>coup d'état</i> | <i>façade</i> | <i>nonchalance</i> |
| <i>blonde</i> | <i>début</i> | <i>fiancé</i> | <i>protégé</i> |
| <i>brunette</i> | <i>débutante</i> | <i>fiancée</i> | <i>séance</i> |
- 10 (a) Who asked for more soup ?
 (b) Who dined so well that they were steeped in sage and onions to the eyebrows ?
 (c) Who set his house on fire whenever he wanted his favourite meal ?
 (d) Who said that rum, bacon and eggs was all he wanted ?
 (e) Who licked the soup from the cooks' own ladles ?
 (f) To whom did the ravens bring bread and flesh in the morning, and bread and flesh in the evening ?
 (g) Who fed on locusts and wild honey ?
 (h) Who burst his buttons whenever he ate pie ?

INFORMAL CLASS TALKS

The experts of the Ministry of Health say : ' Eat more protective foods : milk and milk products, green vegetables, fruit, eggs, potatoes.' These can all be produced in large quantities in this country. What can *you* do to increase the production of these essentials ? Talk about gardens, greenhouses, poultry-keeping, dairy farming etc.

Reference Work

- 1 The food we eat is used for different purposes which can conveniently be divided into three :

- (a) the building up of the body and repair of tissues
- (b) keeping warm
- (c) supplying energy, giving us the power to do things

The body-building and repairing foodstuff is called *protein*, the warmth-giving foodstuff is *fat*, and the energy-giving foodstuff is *carbohydrate* (or *starch*).

Give examples from your daily diet of foodstuffs containing respectively proteins, fats and carbohydrates.

- 2 'A baby needs about 1,000 calories per day and a manual worker about 4,000. For ordinary purposes most people need from 2-3,000.' What is a calorie ? Why should some people need more calories than others ?
- 3 What are vitamins ? Name ten articles of diet which are very rich in vitamins.
- 4 Epicureans are people who believe in fully enjoying the good things of life. They like exquisite food and rich wines, fine clothes, beautiful surroundings, music and art. Find out two or three interesting things about the Spartans, and then state how the way of living they believed in differs from that of the Epicureans.

RULES FOR SPEAKING

When you wish to speak hold up your hand and await your teacher's permission. If another person is chosen put down your hand at once and wait until he has finished.

When speaking, stand up straight.

Speak deliberately and distinctly and a little more slowly than you do in ordinary conversation. Take pleasure in the knowledge that all your listeners can hear every word you say without any straining on their part.

SOME NOTES TO HELP YOU

I LECTURETTES

Once you are used to taking part in informal class talks you will find it easy to give short lectures to your form. You should always take part in the informal talks. This will accustom you to speaking in public ; and later on, when your turn comes to deliver a lecturette or lead in a debate, you will feel much more confident.

When you have chosen the subject on which you are going to speak, find out all you can about it. You may know quite a lot already but add to your knowledge by consulting reference books, asking your parents and teachers, and doing a little private research work. Many periodicals on the market nowadays cover all kinds of hobbies, and the editors of these will be only too pleased to supply you with information. The subject might easily be covered in one of the better types of boys' and girls' magazines.

When you have gathered all the information you need, write out a brief outline of your talk, dividing it into headed paragraphs, each dealing with one aspect of the subject. If you have thought carefully about what you are to say, these headings should suffice, as they *classify* your thoughts and prevent you from worrying about what is to come next.

Many pupils need more detailed notes ; on page 60 is an actual sheet of notes used by a 13-year-old boy who gave a ten-minute talk on ' Postage Stamps of the Air.'

POINTS TO NOTE

- I First and last sentences are included in his notes. Why ? The first helps him to get a good start, covers the first two or three awkward seconds, and gives confidence to continue. The last gives him the feeling that he can end when he wishes, and finish off neatly, lessening any fears he may have of an awkward break-off. The first two or three sentences are most important. They should be fresh and arresting, to gain attention—and keep it.

My subject this morning is Postage Stamps of the Air, or in formal terms Aero-Philately. There are so many different kinds of air stamps that it is difficult to know where to begin, so I propose to talk about the air stamps I like best myself.

- 1 *To me the most interesting air stamps to collect are those commemorating the historic flights of early days :*
the Hawker stamp of Newfoundland; Alcock and Brown; the De Pinedo stamp; the Columbia; the Dornier Do-X; Balbo
- 2 *Besides such stamps of historic flights there are those showing portraits of famous pilots :*
Kingsford-Smith; Jorge Chavez; Lindbergh; Koppen; Darius; Girenas
- 3 *Still another favourite kind of stamp in my collection is that going back to the early pioneers of flight :*
the Wright brothers; Blériot; de Rozier
- 4 *Triangular air stamps, besides showing all the kinds of illustration already mentioned, portray mail aeroplanes, airports, air views of towns and cities and maps of air routes :*
Newfoundland; Sweden—night-mail; Italy

In conclusion, I should like to point out that air stamps can be collected quite cheaply. Many are fairly common, and though some of the more attractive ones are not quite in the 'penny approval' class, they are worth saving up for. In a collection of this kind quality is more important than quantity.

Examples

A boy began his talk on Model Aeroplanes by saying :

'Since coming to this school I have had three different hobbies but none has proved half so interesting as this one, and I only wish I had started it sooner. Just in case some of you may ask for a model aeroplane as a present I am going to talk about the many types of models there are, and the merits of each . . .'

LECTURETTES

Another boy spoke on Radium. He had spent a great deal of time searching for information, and yet his talk failed because of a poor introduction. He began about the new science of radio-activity. He should rather have interested his listeners in radium at once, for instance by mentioning its cost—over £140,000 per ounce! This fact he did mention later, but by that time his audience had lost interest.

- 2 Instead of jotting down *headings* only, he writes out the whole of the first sentence of each paragraph. This first sentence gives the clue to what the paragraph is about—historic flights, famous pilots, pioneers of flight, and triangular air stamps. Sentences of this kind, giving the main thought of the whole paragraph and usually placed first, are called *topic sentences*.
- 3 The sentences following the topic sentence should bear closely on the one subject. They should give us particular *instances* of the famous flights etc.
- 4 The paragraphs are joined together by means of *linking* words or phrases, which have been printed in italics for your special attention. When making paragraph headings for your lecturette, try to think out such links connecting the paragraph ideas, so that in the end your talk will not consist of four or five disconnected topics but of four or five successive parts of *one* complete talk.

ACTUAL SPEAKING

Speak distinctly (as already advised) and as attractively as you can, and take a delight in giving information and pleasure to your friends. You will not do this if you speak at the same pace all the time, or if you speak in the same tone throughout your talk.

A good way of emphasising any particular point is to pause just *before* you come to it:

'The number of batsmen who average over 45 runs an innings is very small. [pause] Bradman has averaged over 50 for a period of ten years.'

Again, if you come to an important word or idea, you can lengthen the pause *after* it, and this will have the effect of

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riveting attention on it and giving time for its full meaning to sink in. There are of course frequent pauses for the speaker to take breath, but the point to remember is that these pauses can be increased in length for the sake of emphasis :

'In his first Test Match O'Reilly sent down 67 overs in the England innings and 42 of them were maidens. [pause]' A breath is generally taken at the end of each phrase, never in the middle of a phrase. A good phrase gives your listeners a definite idea or picture. Poor phrasing means that your listeners have to think out for themselves the ideas or pictures from your words, and this very few of them will attempt to do. Therefore remember this : *pause after each completed picture.*

EXHIBITS

It is always advisable, if possible, to have something to illustrate the subject: your stamp collection, camera, model aeroplane, fretwork set, or the like. The gardener can draw a garden plan on the blackboard, and the cyclist can explain his levers, gears, free-wheel and friction problems ever so much better when he has his bicycle with him. If you are showing a class the correct method of painting a door, have a drawing on the blackboard and number the parts to show the order in which they should be done. These things all help to give the much-needed confidence and attack that make all the difference to a talk.

Think well beforehand about the best time to show your exhibits. Discuss this with your teacher. Remembering that *you* are in charge of the lesson, never let it pass out of your control. Pictures also help, but see that they are large enough.

A FEW DO'S AND DON'TS

- 1 Introduce a little humour if possible—an amusing habit of your pet or some experience you had while you were preparing your talk.
- 2 Give your audience time to laugh.

LECTURETTES

- 3 Do not begin by telling your audience that you have only a certain time in which to speak. They will know that already.
- 4 Do not say 'My talk would have been better but . . .'
- 5 Do not say 'and er.' Every time you feel yourself going to say this, say to yourself 'Full stop. Capital letter.'
- 6 Vary your sentences as much as possible: simple; compound with *and* and *but* connectives; sentences containing relative pronouns introducing adjectival clauses.

SUBJECTS FOR LECTURETTES

The following 40 subjects for lecturettes were suggested by Forms IIA and IIIA of a large secondary modern school. In the first term, from September to Christmas, each pupil gave a lecturette of his or her own choice. In the second term, from January to Easter, titles of the lecturettes were written out on slips of paper and put into a hat, each pupil drawing out one slip and lecturing on the subject drawn.

Gardens etc.

- 1 How to grow strawberries—when to set about planting a bed; what kind of soil is best; manuring; what to do with soil on the heavy side, and with light and sandy soil; selecting the runners; planting; hoeing; strawing; protecting from birds
- 2 The small greenhouse—the different types; the span-roof and lean-to; what building materials to use; heating, ventilating, watering; what to grow in (a) the heated house, (b) the cold house
- 3 The cultivation of beet, turnips, carrots *or* parsnips—preparing the land; manuring; thinning
- 4 The growing of cabbages, cauliflowers *or* brussels sprouts
- 5 Garden tools and their uses

Making things

- 6 My fretwork set
- 7 How to make a wall bookshelf

- 8 How to make a table book-rest
- 9 How I made my model aeroplane
- 10 Types of model aeroplanes and their merits
- 11 How I made a periscope

Photography

- 12 Photography—different types of cameras ; composing the picture ; landscape photography ; indoor photography ; how to take photographs of moving objects ; developing and fixing negatives ; finishing, trimming and mounting prints
- 13 The knack of taking good snaps—*technical points* : exposure times and stops etc. ; *artistic points* : the composition of a good picture ; no ugly objects in foreground ; suitable backgrounds ; light objects against dark backgrounds and *vice versa* ; the special point of interest and its location ; 'the rule of thirds' ; importance of snapping subjects when they least expect it, and when they are absorbed with their task

Stamp Collecting

- 14 Stamp collecting—the uses of a stamp catalogue, a good friend and guide but a bad master ; how to start a collection ; the question of completeness ; planning your collection
- 15 Rare stamps and varieties—what it is that makes a stamp a rarity ; the rarest stamp in the world ; 'abnormals' ; 'Tenpenny Emblems' ; 'G.B. Officials' ; Cape Triangular 'Woodblock' ; the rare 'Guinea'
- 16 Stamp traps—forgeries, fakes, reprints and repairs
- 17 Personalities of the stamp album
- 18 Postage stamps of Queen Victoria, the Jubilee or the Coronation
- 19 Postage stamps of King George V, King George VI, and Colonial Pictorials (note that Jubilee, Coronation and King George VI stamps are linked with important national events)
- 20 Postage stamps of the air

LECTURETTES

Keeping Pets etc.

- 21 The keeping of pigeons
- 22 The care of dogs—suitable housing, according to breed ; sensible and regular feeding ; exercise for individual needs
- 23 The care of rabbits

Keeping Fit

- 24 Walking
- 25 Cycling

Things to Know

- 26 How a cycle speedometer works
- 27 How to mend a puncture
- 28 First aid in emergencies—the simple and common needs ; what to have in a ' Home ' first-aid case, and why
- 29 How to make and apply a hot fomentation
- 30 Bandages and bandaging
- 31 What to do for bites and stings
- 32 How to clean and dress a wound
- 33 How to deal with a person who has fainted
- 34 How to paint a door
- 35 Water pipes in winter—how to prevent freezing ; what to do if they freeze
- 36 What to do when the electric light fuses

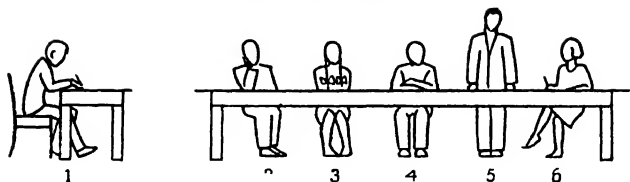
Biography

- 37 The life of any famous person

Personal

- 38 The most interesting day in my life
- 39 My favourite hobby
- 40 The most interesting book I have ever read, or the most enjoyable or thrilling film I have ever seen ,

(2) DEBATES



- | | |
|--------------------------------|------------------------------------|
| 1 secretary | 4 chairman |
| 2 chief speaker for the motion | 5 seconder against the motion |
| 3 seconder for the motion | 6 chief speaker against the motion |

First choose a subject of definite interest to your form, and then arrange for a speaker and a seconder on each side, *for* and *against* the motion. Have the subject and speakers announced about a week before the date on which the debate is to be held so as to give everyone time for preparation.

For your first debate try the experiment of giving the chief speaker on each side a five minutes time limit and the seconds three minutes. If this is successful keep to it. Ask your teacher to take the chair for the first meeting.

After the chairman has announced the subject the chief speaker *for* the motion opens the debate and explains his views on the chosen subject. He is followed by the chief speaker *against* the motion who of course spends most of his time opposing the arguments of the first speaker. The seconder *for* the motion follows, to be succeeded by the seconder *against* the motion.

When these four speakers have finished, the motion is again read out by the chairman, who then declares the meeting 'open' for anyone in the audience to take part. Anyone wishing to speak must catch the chairman's eye, perhaps by standing up or holding out a hand. Thus the chairman decides the order of the speakers, and generally calls on them by their names. As in the Informal Class Talks, everyone should remain seated except the speaker. Speakers 'from the floor' should have something, however brief, to add to the debate, some new thought or experience of their own which may be of interest to all.

DEBATES

During this time the two chief speakers will be noting the arguments used against their case, and when the House is closed for general debate they will speak again. The chief speaker *against* the motion sums up first, and finally the chief speaker *for*. The chairman takes a vote of the whole form, starting with those against, and announces the result. The hon. secretary records this.

Except at the first debate the hon. secretary will be asked by the chairman to read his account of what happened at the previous meeting. This record of what took place is known as the 'minutes.' If all those present at the debate agree that the secretary's minutes are correct, the chairman signs them.

Always remember that a debate is an argument. To keep this clear each speaker should say at the end of his speech which side he supports. The other morning, for instance, a debate was being held in Form IIIA on the question whether the cinema had a harmful or a beneficial effect on school children. One speaker mentioned a certain film he had seen in which two scenes of drunken rowdiness were shown. The next speaker pointed out that nevertheless this picture gave some excellent shots of coniferous forests and gave, better than any school book, a realistic picture of the life of a Canadian trapper. He also said that many pictures, graded 'A,' were for adults only, and this he thought took away much of the point of the previous speaker's remarks. Another speaker lessened some of the force of this argument by saying that some cinema managers were lax in the keeping of this rule, and that children of twelve or thirteen might easily pass as much older. And so the debate continued.

SOME POINTS FOR YOUR NOTEBOOK

1 The actual words to be used by the chairman :

- (a) 'Ladies and Gentlemen, before reading the motion for today's debate I will ask the Hon. Secretary to read out the minutes of the last meeting. Mr Secretary.'
- (b) 'Will those who agree that these minutes give a true account of the meeting please show hands?'

- (c) 'Ladies and Gentlemen, the motion before the House today is : " That pupils of fourteen years of age should have three shillings a week pocket-money." I will now call upon Mr Lowrie to open the case *for* the motion. Mr Lowrie.'
- (d) 'I will now call upon Miss Eadington to open the case *against* the motion. Miss Eadington.'
- (e) 'I will now call upon Miss Ballantyne to second the case *for* the motion. Miss Ballantyne.'
- (f) 'I will now call upon Mr Stubbs to second the case *against* the motion. Mr Stubbs.'
- (g) 'Ladies and Gentlemen, before I open the debate to the floor I will read the motion again. The motion before the House is " That pupils of fourteen years of age should have three shillings a week pocket-money." I now declare the debate open to the floor.' [Here the Chairman calls would-be speakers by name]
- (h) 'I will now close the meeting to the floor and call upon Miss Eadington to sum up the case *against* the motion. Miss Eadington.'
- (i) 'I will now call upon Mr Lowrie to sum up the case *for* the motion. Mr Lowrie.'
- (j) 'Will Miss Weatherly and Mr Easton please act as tellers. Will all those *against* the motion please show hands? Will all those in favour of the motion please show hands?' [Tellers bring numbers to Chairman]
'Ladies and Gentlemen, the motion has been carried (or defeated) by — votes to,— a majority of —.'
- 2 Some useful openings for speakers from the floor :
- (a) 'Mr Chairman, ladies and gentlemen [this always at the beginning], I quite agree with the seconder of the motion, *or* 'Mr Chairman, sir, I quite etc.'
- (b) 'I disagree with the previous speaker when he says that —'
- (c) 'I object to a previous speaker saying —'
- (d) 'I agree with the seconder *against* the motion when he said that —'
- (e) 'I also am *against* the motion.' [What do you expect to follow this?]

REFERENCE WORK

- 3 Note that the platform speakers are not referred to by name, except by the chairman.
- 4 If you are quoting facts, always be sure of them. It is often advisable to have your reference books near you. For instance, in one debate a speaker from the platform was arguing that a holiday in London would be much cheaper than a holiday in Edinburgh. He said that hotel accommodation in London could be had for thirty shillings a week. Many of his listeners had travel books with them, and this figure was found to be impossibly small. In addition to the figure itself being wrong, the hotel he had in mind was an inferior one, with only two meals provided, and, to crown all, he had not taken into account the fact that special charges were in force for the month of August. I am afraid this mistake cost him a large number of votes. Quote facts and figures by all means, but be sure of them and be able if possible to give the source of your information.
- 5 It is advisable to begin with the general statement, and then follow up with particular reasons. It is no use saying, 'I agree with a previous speaker when he said that our pocket-money should depend on the excellence of our school reports' and then stopping there. You must go on and tell your listeners *why* you agree with him.
- 6 Read once again what was pointed out in the Lecturette section about (a) pauses, (b) rate of speaking and (c) speaking in the same tone. The same rules apply in Debates.
- 7 Be sure you do not get up unless you have something to say. *Sit down as soon as you have said it.*

(3) REFERENCE WORK

Today the great majority of people can at very little cost become members of a library. In most libraries there is a room specially reserved for reference purposes. This room generally has shelves and bookcases filled with books of all shapes and sizes, amongst which, by choosing the right one, it is possible to find reliable and comprehensive information on practically any subject, from aeroplanes to

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zebras, or from Antarctic exploration to Zulus. All pupils should know of the whereabouts of the reference libraries in their district, and should realise that it does not matter very much about the number of facts they have in their heads provided that they know where to look up anything required. Well-informed persons are those who know where to find reliable information on a large number of topics, and can find it quickly and easily.

In reference rooms the books are grouped according to their subject, and there are generally, at the top of each shelf, identity labels. Here are examples of such labels :

A BIOGRAPHY AND MEMOIRS

B I HOME HANDYMAN II HOME MANAGEMENT

C WIRELESS

D I POETRY II DRAMA

E RELIGION

F FICTION

G HOBBIES

H I INDOOR GAMES II OUTDOOR SPORTS

REFERENCE WORK

I HISTORY

J GARDENING

K TRAVEL AND GEOGRAPHICAL WORKS

L SCIENTIFIC AND TECHNICAL

Suppose you required information about Angora Rabbits. You would look at the books under the label G—HOBBIES, which would be arranged alphabetically according to titles, and would go along the shelf until you came to the R group and there find your subject.

Under what labels would you find information about the following? —

Roman Britain, Rock Gardening, Stamp Collecting, Model Aeroplanes, Reminiscences of an Ex-Detective, Plays of 'Today, Life Insurance, Water-Pipes in Winter, John Masfield, Poultry-Keeping, The English Constitution, Dominoes, Camping, The Preparation of Coal for the Market, Mining, Radiograms, Photography, Television, St Paul.

- In most reference libraries certain standard works of reference are to be found, such as dictionaries, encyclopedias, almanacs and year-books. Here are the names of some very well-known works :

- 1 *The Oxford English Dictionary*
- 2 *Chambers's Twentieth-Century Dictionary*
- 3 *The Encyclopædia Britannica*
- 4 *Everyman's Encyclopedia*

- 5 *Whitaker's Almanack*
- 6 *The Statesman's Year-Book*
- 7 *Who's Who*—gives information about most of the important people of today
- 8 *Survey Gazetteer of the British Isles*—a kind of geographical dictionary

The *Encyclopædia Britannica* consists of many large volumes, each carefully numbered, and the last containing a full index and atlas. Each volume has a Preface giving the names of the experts who have written the articles appearing in it. At the end of each article there is a list of books dealing with the given topic—books useful for those wishing to study the subject in greater detail.

EXERCISE WORK IN A REFERENCE LIBRARY

- 1 What are meant by a *reprint* and an *edition*? Why should it be necessary for a new edition of an encyclopedia to be published every few years?
- 2 The following is a list of famous men and women. Look up their names in an encyclopedia or other reference book and prepare a paragraph about the one in whom you are most interested:

Writers : Shakespeare, Dickens, Stevenson, Barrie, Buchan

Explorers : Captain Cook, David Livingstone, Sir Ernest Shackleton, Captain Oates, Captain Scott, Roald Amundsen, Fridtjof Nansen

Scientists : Newton, Faraday, J. H. Fabre, Marconi

Musicians : Purcell, Handel, Beethoven, Sullivan, Elgar

Women : Marie Curie, Jenny Lind, Dame Laura Knight, Elizabeth Fry, Florence Nightingale

Airmen : the Wright Brothers, Louis Blériot, Alcock and Brown, Lindbergh, Commander Byrd, any Air Ace

REFERENCE WORK

- 3 Look up any *one* of the following subjects and be prepared to give a talk to your class. Either at the beginning or at the end of your talk tell where you obtained your information, the book or volume you used, and any cross-references you followed up :

- (a) World records in sport
- (b) Submarines
- (c) How to tint photographs
- (d) Conditions at the North Pole
- (e) Keeping Rover fit
- (f) What it is that makes a stamp a rarity
- (g) Rare stamps and varieties
- (h) The world's greatest zoo
- (i) Don Bradman
- (j) Postage stamps of the air
- (k) How to make pancakes
- (l) How to remove stains from carpets

- 4 With the aid of the following very brief notes prepare a talk on 'Some Famous Flights' :

| | | | |
|------|---------------------|------|----------------|
| 1903 | the Wright brothers | 1909 | Louis Blériot |
| 1919 | Alcock and Brown | 1919 | The R 34 |
| 1927 | Lindbergh | 1929 | Commander Byrd |
| 1939 | The Yankee Clipper | | |

- 5 Find the titles of any books in the library, dealing with the following hobbies :

| | | |
|------------------|-------------|----------------------|
| Model Aeroplanes | Photography | Cooking and Catering |
| Stamp Collecting | Needlework | Hiking |
| Fretwork | Camping | Cycling |

- 6 *The Statesman's Year-Book*, which gives facts about the trade and government of every country in the world, is divided into three main sections :

I The British Empire II U.S.A. III Other Countries

In which section would you look for information about the following :

- (a) Cyprus (b) India (c) Crete (d) Palestine (e) Texas

7 With the aid of reliable reference books find out the answers to the following questions :

- 1 What is meant by a Nobel Prize ? When were these prizes first given ? How many are given each year ? For what subjects ?
- 2 Who was the first man to reach the South Pole ?
- 3 Has Mt. Everest ever been conquered ?
- 4 Who wrote the words and who the music of the Gilbert and Sullivan light operas ?
- 5 Have you to do your own cooking or not at Y.H.A. hostels ?
- 6 What is meant by the term ' given the freedom of the city ' ?
- 7 What is the world's rarest postage stamp ? How many specimens of it are known ?
- 8 Which are the three largest States in the U.S.A. ?
- 9 What is your blood-heat when you are well ?
- 10 What is the difference between cirrus and nimbus clouds ?
- 11 When should First Early Potatoes be planted ? Should the seed tubers have been sprouted or not ?
- 12 When should Second Earlies be planted ? How deep should they be set ? How far apart ? What distance between the rows ?
- 13 What would be the cost of sending a letter weighing one ounce from your town or village to the following places ?—
London New York Paris Melbourne Cairo Calcutta
- 14 Where are the following places ?—
Reykjavik The Kremlin 'Lagos Helvetia
Ile du Diable Lake Success Elba Monaco
- 15 For what are the following people noted ?—
Baron Reuter Hansard Bradshaw Baedeker
- 16 What is the world's highest building ? What is the highest building in Europe ?

A CROSSWORD COMPETITION

- 17 What is unusual about a chameleon ?
 - 18 What are the chief products of Cyprus ?
 - 19 What is the highest point in the county in which you live ?
 - 20 Why are the Olympic Games so called ? How often are they held ?
- 8 Find out the name of :
- (a) the world's highest mountain
 - (b) the world's largest city
 - (c) the world's longest river
 - (d) the world's longest bridge

A CROSSWORD COMPETITION

Each of the following is a clue to a word you have already met with when working through Lessons A to T. The first answer will be found in Lesson A, the second in Lesson B, and so on. Have a class competition to see who can first find the solutions to the twenty clues.

The clues, being given in the form of definitions, contain two statements :

- (a) the general class to which the article belongs
- (b) the feature that singles it out from other articles of the same class

Example

Patient: a *person* who is under the care of a doctor

Gymnasium: a *place* fitted up for the practice of athletic exercises

Telephone: an *instrument* enabling people to talk together from a distance

In this competition the (a) part of the clue, that giving the general class to which the article belongs, is printed in italics :

ENGLISH FOR TODAY II

A *written account* of the life of an individual

B I O · · · · · Y

A *person* who has been before another in any position or post

P R E · · · · · R

A *person* who attends to the correspondence of a busy person, a company, a club etc.

S E C · · · · · Y

One's own *handwriting*

A U T O · · · · · H

A *person* who studies money matters

F I · · · · · R

A *collector* of stamps

P H · · · · · T

A *cabin* for the sale of papers, tobacco etc., or for telephoning

K · ·

The *art* of effective speaking

E L · · · · · N

A *person* who knows a great deal about a subject

E X · · · · · T

A *person* who has a mania for stealing

K L · · T · · · · ·

A *place* where food is stored by being kept at a low temperature

R E · · · · · R

An *imitation* of something, on a smaller scale

M · · · ·

A small *reptile* famous for changing its colour

C H · · · · · N

INDOOR CRICKET

An official *document*, conferring the sole right for a term of years to the proceeds of an invention

| | | | | |
|---|---|---|---|---|
| P | . | . | . | T |
|---|---|---|---|---|

An *instrument* rendering the faintest sounds distinctly audible

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| M | . | . | . | P | H | . | . | E |
|---|---|---|---|---|---|---|---|---|

A *representative* of a government in a foreign country

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| A | M | B | . | . | . | . | . | R |
|---|---|---|---|---|---|---|---|---|

An *instrument* used in land surveying for measuring angles

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| T | H | E | . | . | . | . | . | T | E |
|---|---|---|---|---|---|---|---|---|---|

A fictitious *name* assumed, as by an author

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| P | S | . | . | . | . | . | . | Y | M |
|---|---|---|---|---|---|---|---|---|---|

The chief *person* in a school or college

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| P | . | . | . | . | . | . | . | A | L |
|---|---|---|---|---|---|---|---|---|---|

The paid *driver* of a private motor car

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| C | H | . | . | . | . | . | . | . | R |
|---|---|---|---|---|---|---|---|---|---|

INDOOR CRICKET

Each of the eleven groups of letters below represents a batsman in a cricket team. You, as an opposing bowler, have to dismiss the eleven for as few runs as possible.

You 'dismiss' a batsman by adding one or more letters at the beginning *and* end of each group so as to form a word; for instance, you could dismiss a batsman ECED by making the word (pr) eced (ent). As 'precedent' is a nine-letter word this would count nine runs against you. The idea is to form the shortest words you can and so dismiss the side for as few runs as possible. So another bowler who dismisses the batsman ECED for six runs—(r) eced (e) is obviously bowling better than you are. You must, however, add at least one letter both at the beginning and at the end. If you cannot complete a word the batsman scores twelve runs against you.

ENGLISH FOR TODAY II

Now see if you can dismiss the following word-team for fewer than 100 runs. You Test Match bowlers, see if you can dismiss them for fewer than eighty !

- | | |
|----|---------|
| 1 | —TICI— |
| 2 | —RISI— |
| 3 | —RTIA— |
| 4 | —IDEN— |
| 5 | —CONO— |
| 6 | —ESSA— |
| 7 | —RPLU— |
| 8 | —ATRO— |
| 9 | —RODI— |
| 10 | —DIBI,— |
| 11 | —EGIB— |

PART II

TWO PAGES FOR REVISION

A SENTENCE is a group of words making complete sense. There are three types of sentences you should know :

A *The Simple Sentence*

This has one subject and one predicate :

Thomas Edison invented a machine for recording votes.

The simple sentence can be enlarged by the addition of adjectival and adverbial phrases, that is phrases doing the work of adjectives or adverbs, e.g.

Thomas Edison, world-famous in his own lifetime [adj. phr. describing Edison], invented while still young [adv. phr. telling *when* he invented it] a machine for recording votes.

B *The Compound Sentence*

This has two simple sentences joined together by a conjunction. Both parts make sense by themselves :

Thomas Edison invented a machine for recording votes *and* later he became interested in telegraphy.

C *The Complex Sentence*

The two parts of the compound sentence are independent of each other. The complex sentence, on the other hand, is composed of a main clause, which makes sense by itself, and one or more subordinate clauses. These subordinate clauses are so called because they are dependent on the main clause to complete their sense. Like phrases they do the work of a single part of speech, such as an adjective or adverb :

Thomas Edison, *who invented a machine for recording votes*, later became interested in telegraphy,

Whilst he was still very young Thomas Edison invented a machine for recording votes.

Note. A clause contains a subject and a predicate, actual or understood, but a phrase does not.

A REVISION EXERCISE

Point out the adjectival and adverbial phrases and clauses in the following passage :

Marie Antoinette, the daughter of Maria Theresa and Francis I of Austria, was born in 1755. At an early age she married the Dauphin of France, who later became the ill-fated Louis XVI. The French people never really cared for her, and her unpopularity was one of the minor causes of the French Revolution. At its commencement she was thrown into prison and convicted of treason. At her trial she defended herself with skill and power. When she was on her way to the guillotine she maintained a wonderful composure and queenly dignity.

CHAPTER I

THE PARAGRAPH

A SENTENCE is a group of words making complete sense. A paragraph is a group of sentences all dealing with one subject. Each paragraph is begun on a new line, at more than the usual distance from the margin.

Each sentence that goes to form a paragraph must in the first place be correct and clear by itself. In the second place it must grow naturally out of the one before, and help forward the meaning a little. Each sentence is thus like a single link in a chain.

Sometimes the sentences can be linked together by means of definite words or phrases ; sometimes, especially when you take care over the *order* of your ideas, you will find that this order takes the place of links and makes them unnecessary. You will find later that there are more ways than one in which a paragraph can be developed and constructed. It would be very monotonous if you always followed the same method. In the following paragraph on Thomas Edison there are both order and definite word- and phrase- links. The inventions are given in the order that they appeared, but so as to make the passage run even more smoothly, some sentences have definite words and phrases linking them together :

When Thomas Edison was still just a youth he patented a machine for recording votes, and followed this with an electric printing-machine that sent a telegram and printed it as well. Whilst he was still in his early twenties he brought out his first improvement in telegraphy, devising a system that enabled operators to send two messages at once over the same wire. A few months later he was able to make his two-message wire into a four-message wire, and, later, into a six-message one. Next he became

interested in the telephone. The telephone was not Edison's invention but that of a Scotsman, Alexander Bell. Edison, *however*, improved the transmitter, and was offered £20,000 for it. *Other marvels of this period* were the microphone and the micro-tasimeter. *This latter instrument* measured the smallest variations in air pressure. *These* were followed by the phonograph and the kinetoscope, the forerunners of the gramophone and the cinematograph of today.

- 1 The following are a few facts about Marconi, but they have been purposely disarranged. Sort out these facts, marshal them in the best possible order, and then expand them into a paragraph. Some word- and phrase-links are given you :

When old enough—went to Italian university—continued to study electricity ; joined them, first to find a way of doing so ; when a boy—interested in electricity—always experimenting ; at first—managed to send a message across a field ; finally in 1901 transmitted from Cornwall to Newfoundland ; there—met scientists trying to transmit sound waves without wires ; then—able to communicate across Bristol Channel

Although links are very useful helps, you cannot possibly join every pair of sentences by means of specific links. If used too often and without reason the linking itself becomes monotonous. Indeed, sometimes links are entirely unnecessary. The following three sentences are linked very firmly together, yet they are entirely without a connecting word or phrase :

I rose early and went downstairs. The house seemed deserted. Nothing was to be seen but an old cat sitting in the kitchen fireplace.

One very common way of connecting sentences without

THE PARAGRAPH

using a formal link is to be found in paragraphs beginning with a statement of a *general* character, and then proceeding to give particular instances of what is meant. Study the following paragraph :

Thomas Edison has often been called the Wizard, because of the large number of secrets he has wrested from Nature and the many marvels he has given to the world of today. We turn a handle and touch a lever, and music comes out to us from his phonograph. We press a button and flood a dark room with light by means of his electric lamp. Six men wish to send six messages between two towns connected by only one telegraph wire, and the Edison system enables all six messages to travel at the same time over the one wire. Underground London has become a place almost of beauty, certainly of greater purity, because electric trains, either invented by Edison or embodying some of his patents, run in our many tube railways. We seat ourselves in a comfortable cinema, and see before us on a screen moving pictures of scenes from the ends of the earth, thanks to Edison, who invented the kinetoscope, forerunner of the cinematograph. Any one of these inventions would have served to make Thomas Alva Edison famous, but they are only a few of an enormous number that he has given to the world.

Points to Note :

- (a) The paragraph has one central idea and one only, and this is expressed in the opening sentence. Since the first sentence gives us the clue to what the paragraph is going to be about—the many inventions of Edison—it is called the *topic sentence*.
- (b) The sentences that follow all bear closely on this one subject. They give us particular examples of his inventions.

- (c) The sentences are varied in length and in form.
- (d) There are no definite links between the sentences, yet because they are all related in meaning to the first sentence, they lead naturally and easily one into another. Certain repetitions, too, keep the main theme of the paragraph uppermost, e.g. 'We turn a handle,' 'We press a button,' 'We seat ourselves' etc.
- (e) The concluding sentence closes the paragraph in the same way as it opened, by harking back or repeating the idea. It contains nothing new—which would lead us to expect further details ; but sums up all that has gone before. It is like the line you draw below your finished exercise in Arithmetic.

2 Study the following paragraph :

Captain Roald Amundsen, who was the first man to reach the South Pole, was a determined and enthusiastic Norwegian explorer. In 1898 he accompanied Captain Adrien de Gerlache on a Polar expedition, but their ship was ice-bound for more than a year. Five years after his return home he set out once more, and this time he fully hoped to reach the North Pole. For three years his ship ploughed the ice-bound seas of the north, and he at least succeeded in passing from the Atlantic to the Pacific by the North-West Passage. In 1910 he began his race with Captain Scott to the South Pole. He won, for he reached his objective on 14 December 1911, which was about a month before Captain Scott's party. In 1928, when searching for a missing Italian explorer, he too was lost and never returned.

- (a) Explain in a short sentence what the paragraph is about.
- (b) Write out the topic sentence of the paragraph.
- (c) Make a list of the particular examples or instances given that illustrate this sentence.

THE PARAGRAPH

- (d) Give instances of variety of sentence length.
- (e) Give an instance of a simple, a compound and a complex sentence.

Before trying further exercises on the paragraph, copy into your notebook the following Five Points to Remember :

- (a) The topic sentence should state the paragraph idea simply and clearly.
 - (b) The sentences that follow should all bear closely on this one topic, developing it, explaining it, or leading up to it.
 - (c) Sentences should be varied in length. A number of short sentences should be followed by a longer one, and a number of medium-length sentences by a shorter one.
 - (d) Sentences should be varied in form. Some sentences might contain clauses with 'and' or 'but' as connectives, and still others adjectival or adverbial phrases or clauses.
 - (e) The last sentence should round off the paragraph, bringing the topic to a close naturally. It may either be a final statement on the subject, as in the Amundsen paragraph, or, as in the Edison paragraph, sum up all the statements or ideas with which you have been dealing.
- 3 Write a paragraph, on either the Amundsen or the Edison model, about any *one* of the following :

Heroes of Science :

Benjamin Franklin, Sir Humphrey Davy, Michael Faraday, Sir Alexander Fleming, Lord Rutherford

Heroes of Exploration :

Columbus, Captain Cook, Dr Livingstone, F. S. Smythe

Heroes of Sport :

W. G. Grace, C. B. Fry, Jack Hobbs, Don Bradman,
Denis Compton, Bobby Jones, Henry Cotton, Stanley
Matthews, your own hero

Famous Women :

Elizabeth Fry, Nurse Cavell, Gracie Fields, Dame Laura
Knight, Mrs Roosevelt, Mme Chiang Kai-Shek, Mary
Slessor, Sybil Thorndike

- 4 Write a paragraph beginning with any *one* of the following topic sentences :

- (a) Geoffrey Murray [or the name of any other boy or girl] has been elected captain of our House Athletics, and no-one better qualified for the position could have been chosen. [Give reasons]
- (b) The novels of Charles Dickens abound in original and very amusing characters. [Give examples]
- (c) Many changes have taken place in our school during the last six months. [Give details]
- (d) My friend has a most interesting stamp collection. [Give details]
- (e) Electricity can save the housewife a great deal of labour. [Give examples]
- (f) It was quite obviously a first-class modern cinema. [Give details, and have a plan, e.g. commissionaire, entrance, foyer, usherettes, seats, organ]

- 5 Study the following paragraph :

Then came the great period of experiment by trial and error, and men who essayed to fly built aeroplanes of conventional and unconventional design. There were monoplanes, biplanes, triplanes and even quadriplanes. There were machines with cylindrical 'wings' and

THE PARAGRAPH

machines with flapping wings. Some machines had their tails in front, whereas others had their tails behind and rudders in front. There were some with no tails at all. It was a time of uncertainty for everyone who flew, and men took their lives in their hands as they rose in the air in quest of knowledge.

- (a) Explain in a short sentence what the paragraph is about.
- (b) Write out the topic sentence of the paragraph.
- (c) Make a list of the particular instances or details given that illustrate this topic sentence.
- (d) Give one example of variation in sentence-length and one of variation in sentence-form.
- (e) Give an instance of how repetition keeps the main theme of the paragraph before the mind of the reader.
- (f) State what work is performed by the concluding sentence.

6A (*Girls*)

Most boys and girls, and most grown-ups too, are keenly interested in railway trains and their engines. After revising the five chief points about the paragraph, arrange in their proper order the following sentences about modern express trains so as to form a complete paragraph :

- (a) All have corridors, and dining-cars where one can sit down to have a meal in comfort, or buffet cars where one can buy a meal at the counter and take it to a table.
- (b) Many night express trains have sleeping-cars, which are equipped with beds and bedclothes.
- (c) The *Coronation Scot* of the L.M.S. has carpets on the floors, curtains at the windows, tubular strip-lights in the ceilings and individual candle-lamps above the passengers' heads.
- (d) All have their carriages lighted and heated.

- (e) Modern express trains are far more comfortable and luxurious than their predecessors of thirty years ago.
- (f) Both are air-conditioned throughout, and indeed so much care has been taken over their design, furnishings and equipment that they are almost equal to a Pullman train in luxury and refinement.
- (g) The *Coronation* of the L.N.E.R. has its floors insulated against noise, and its walls and roof padded with acoustic blankets.

6B (*Boys*)

Do the same with these sentences about the speed of such expresses :

- (a) In the autumn of 1935 came the trial run of the L.N.E.R. *Silver Jubilee* express when on 27 September the Pacific locomotive *Silver Link* not only reached a speed of 112 m.p.h., but for 43 miles maintained an average of 100 m.p.h.
- (b) On 3 July 1938 this locomotive reached a maximum speed of 126 m.p.h., the highest speed attained by a locomotive in Great Britain and the world record for a steam locomotive.
- (c) The first fully-authenticated 100 m.p.h. in Great Britain was achieved by the L.N.E.R. Pacific locomotive *Flying Scotsman* on a test run from Leeds to King's Cross on 30 November 1934.
- (d) Railway travel has shared with all other forms of transport the tremendous advances in speed that have taken place during the last thirty years.
- (e) While the record was being made, tea was being served on the train, and so slight were the vibration and swaying that not a drop was spilled—a tribute to the stability of British trains at high speed.

THE PARAGRAPH

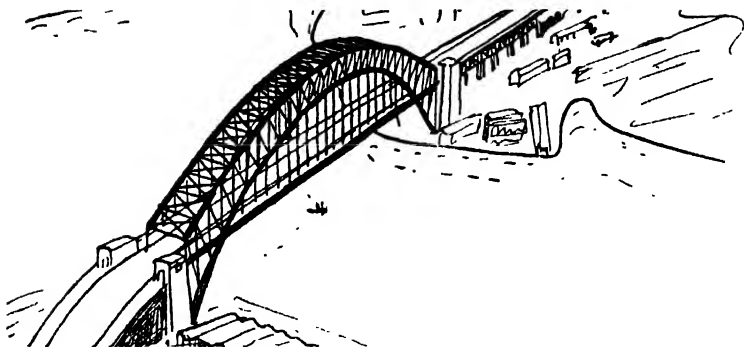
- (f) Finally came the splendid run of the L.N.E.R. streamlined Pacific locomotive *Mallard*.
- (g) Next came the trial journey of the L.M.S. *Coronation Scot*, and on 19 June 1937 this streamliner produced near Crewe a maximum of 114 m.p.h.

7 One reason, perhaps, why railway engines retain their popularity, even in this age of motor cars and aeroplanes, is because they seem to be living things and have a warm friendliness about them. Perhaps too it is because they are often closely associated with holidays. Write a paragraph beginning with any *one* of the following topic sentences :

- (a) Edinburgh, the capital of Scotland, is one of the most picturesque cities of Europe.
- (b) Blackpool is the type of large seaside resort where visitors enjoy a great variety of entertainment, and where the bracing air makes them eager to enjoy themselves.
- (c) The nearest great coastal resort to London is Southend, which provides amusement and holiday activities for vast numbers of people.
- (d) Torquay is the centre of the English Riviera, where the scenery is of great beauty, and where a wide range of holiday pleasures may be had.
- (e) East coast holiday resorts on the big scale are Yarmouth and Scarborough, both backed by an interesting countryside.

You may if you wish write a paragraph about any other place you have visited during your holidays.

- 8 Here is our artist's impression of the Sydney Harbour Bridge. Arrange the following sentences in their proper order, so as to form a complete paragraph about this bridge :



- (a) The span is particularly wide—1,650 feet—and the bridge floor that it supports is 160 feet wide.
- (b) This gigantic arch of stone and steel connects the capital city with its rapidly expanding northern suburbs.
- (c) There are also two footways for pedestrians.
- (d) The largest ships in the world can thus pass into the harbour.
- (e) Prominent American and German bridge engineers, on seeing the design, declared the enterprise impossible, but we are proud to recall that a British firm of bridge-builders carried out the entire erection successfully.
- (f) The crown of the arch is 440 feet above the water, and there is a head-room of 170 feet beneath the roadway.
- (g) The most remarkable of all the arch bridges in the world is probably that which spans Sydney Harbour in New South Wales.
- (h) In doing so they built what, on many counts, may well be claimed as one of the great bridges of the world.
- (i) This bridge-floor accommodates two pairs of railway tracks, four lines in all, with a 60 ft. roadway between them.

THE PARAGRAPH

- 9 Read the following paragraph written by a boy aged 13. Then write a similar paragraph describing the sporting personalities of your own form—those most promising at football, cricket, netball or hockey. [Yours need not resemble this]

Form IIA possesses some of the most promising of the school's sportsmen. First of all we have in G. Murray one of the best footballers in the school, who is certain too of his place in next season's cricket eleven. Second only to him is L. Parkinson, a most reliable goalkeeper, who is a no less capable wicket-keeper. These two have won a reputation not only at cricket and football but also at long-distance running. Better at cricket than either of these, but less versatile, is our star batsman F. Tovey, though he is not yet quite a Bradman. His lowest score last season was 22 and we are all eager to see him make his first 50 in the summer term. Also worthy of mention are A. Taylor and W. Whitfield. The former is a dangerous and quick-thinking centre-forward and the latter a wholehearted utility player who has done well in every position of the half-back line. With the addition of T. Lightley, N. Brotherton and A. Carr we have eight boys who look like becoming the mainstay of the school's football and cricket elevens next year.

- 10 In a recent survey of the interests of boys and girls in secondary schools one pupil in every six stated that stamp collecting was his favourite hobby. Split up your form into five groups, and let each group choose one of the following topics as a basis for a paragraph :

- (a) Many air mail stamps were issued to commemorate early pioneer flights, and such stamps are fascinating to collect.

- (b) Air-mail stamps are eagerly sought after by the young collector because they show remarkable variety of scene.
- (c) Many famous men and women have been portrayed on stamps.
- (d) In recent years a number of stamps have been devoted to football and other winter sports.
- (e) Most of the animals in the world have been portrayed on stamps, and the stamps of British North Borneo and Liberia are outstanding in showing a whole range of most interesting creatures.

Class Competitions

- (i) Each group will now select its best paragraph, which should be read out to the whole form. Let your teacher decide which is the best of these five paragraphs.
- (ii) Arrange a stamp exhibition illustrating each of the topics chosen, your teacher acting as judge. If your group is dealing with topic (a), obtain press cuttings or facts from books about the flights connected with the stamps, or, if you are dealing with topic (b), obtain further illustrations, e.g. the Great Wall of China, or the Pyramids of Egypt. Search for anything to amplify the story told by your stamps, and by a neat arrangement make your exhibition attractive.

Two Exercises for Girls

- 11 Write a paragraph beginning with the following topic sentence: I spent nearly the whole of last Saturday afternoon choosing a present for my friend's birthday.
- 12 'If I had a bedroom of my own.' Write a paragraph on this topic. If you wish you may make a sketch of your own bedroom and then describe it.

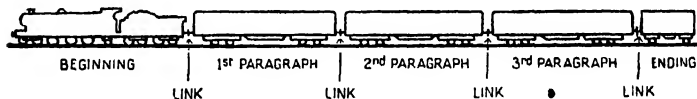
CHAPTER II

THE LINKING OF PARAGRAPHS

THE previous chapter gave hints on how to build up an individual paragraph. This chapter and the next deal with the writing of a complete composition, which is made up of a number of paragraphs.

A number of paragraphs, no matter how well each is written, will not make a good composition unless all are closely linked together. In Chapter I you learnt that the first sentence should lead on to the second, the second to the third, and so on. This principle applies to paragraphs in a composition.

The use of links is a simple matter, yet too often young writers go from paragraph to paragraph without any link, leaving their readers to grope along as best they can. Perhaps this drawing will help you to remember the need for them :



The coaches of a modern express are linked together.¹ Your paragraphs too should be linked.

There are many ways of linking paragraphs together—it would be monotonous always to use the same link. The essential point to remember is that your paragraphs should be so built up and arranged in order, that they help on the movement of the whole composition. There should be a steady progression from paragraph to paragraph. In this chapter four methods of joining paragraphs will be dealt with.

¹ For the benefit of railway enthusiasts : the couplings used between railway coaches on expresses usually comprise a buck-eye coupling to link the vehicles together, a vacuum-brake pipe and a steam-heating pipe.

FIRST METHOD

Very popular with young writers and speakers is what may be called the method of 'plus' connectives, that is the use of such links as :

| | |
|-----------------------|--------------------------------|
| <i>and</i> | <i>as well as</i> |
| <i>also</i> | <i>moreover</i> |
| <i>besides</i> | <i>furthermore</i> |
| <i>too</i> | <i>both . . . and</i> |
| <i>in addition to</i> | <i>not only . . . but also</i> |

'Plus' connectives often prove useful when you are dealing with two or three topics or thoughts that have apparently little or no interconnection. Suppose, for instance, that you have to speak or write on the subject 'Modern Wonders of the World.' As a result of much searching in encyclopedias, Wonder Books and the like, you might decide on the following three examples :

| | |
|-----------------------|-------------------------------|
| Empire State Building | R.M.S. <i>Queen Elizabeth</i> |
| Golden Gate Bridge | |

Using 'plus' connectives the opening sentence of each paragraph might read :

- (a) One of the wonders of the modern world is the Empire State Building in New York. [followed by details of building]
- (b) *Another wonder of the world today* is the *Queen Elizabeth*, one of the largest ships afloat. [followed by details of its size and appointments]
- (c) *In addition to the two modern wonders* already described may be mentioned the Golden Gate Bridge that strides across a harbour just as did the Colossus of Rhodes thousands of years ago. [followed by details]

I Suppose you have been asked to speak on this subject and have chosen for your wonders Television, the Eiffel Tower

THE LINKING OF PARAGRAPHS

and Sydney Harbour Bridge respectively. Using 'plus' connectives write out an opening sentence for each paragraph.

- 2 You have already written a paragraph describing the sporting heroes of your form. Now write out the opening sentence of a paragraph to follow this one, telling of your best scholars.
 - 3 A paragraph from a cookery book has the following opening sentence: 'In addition to the electric cooker two other great labour-savers are the electric vacuum-cleaner and the washing-machine.'
- (a) What is the paragraph going to be about ?
- (b) What was the topic of the preceding paragraph ?

SECOND METHOD

'Plus' connectives, though useful in their place, are apt to be overdone by beginners and their too frequent use soon leads to monotony. Another and often better method of connecting two paragraphs is to think out some *idea* connected with both and to use this as the stepping-stone. Even when dealing with two widely different topics you will usually find, if you think long enough, that some idea will enter your mind suitable for use as a connecting link. Three boys having to give a short talk on 'Three Cricket Heroes of Today' had chosen to talk on Yardley, Compton and Edrich. The first two boys, because they had not thought long enough over the subject, were content to use 'plus' connectives and wrote topic sentences something like these :

- (a) My first cricket hero is Norman Yardley, the England and Yorkshire amateur.
- (b) *Besides* Norman Yardley there is Bill Edrich of England and Middlesex.

- (c) *In addition to these two* one thinks of Denis Compton, also of Middlesex.

The form cricket captain, however, had given much more thought to his subject. Study the following extract from his rough notebook :

First thoughts : Compton, Yardley, Edrich
 Second thoughts : Edrich—good batsman and good bowler
 Yardley—also good all-rounder
 Compton—good all-rounder at cricket
 and also international foot-
 baller .

Topic sentences with connecting links :

- (a) One of the most popular cricketers of today is Bill Edrich, the England and Middlesex all-rounder.
 (b) *Equally good as an all-round player* is Norman Yardley, the England and Yorkshire amateur.
 (c) *Even more versatile than* Edrich and Yardley is Denis Compton, who excels with cricket bat and ball and is also famous as an England and Arsenal footballer.

Moral : Don't try to build a house without any scaffolding !
 [Note that one of the most effective linking ideas is *contrast* :
 ' Though the choice of *Ivanhoe* seemed to show a liking for historical novels, my next choice, that of a detective tale, is quite different. ']

- 4 Choose *one* of the following compositions then jot down :
 (i) your first thoughts, (ii) your second thoughts, and (iii) the topic sentence of each paragraph :
 (a) My Three Favourite Novels
 (b) My Three Favourite Cinema Stars
 (c) Three Famous Goalkeepers of Today
 (d) The Three Best Films of Last Year
 (e) Three Places I should like to Visit

THE LINKING OF PARAGRAPHS

THIRD METHOD

In the method of linking last discussed the link was obtained by thinking out some *idea* connected with consecutive paragraphs. A third method is to introduce into the first sentence of a paragraph *a word or a phrase* linking back with something mentioned in the paragraph before. Study the following passage, noting how one paragraph is linked with another :

How Our Towns are Governed

May is a very important month in England, for it is then that all the large cities and towns elect their local Parliaments. These are not called Parliaments, but County Borough or Municipal 'Borough Councils.

These councils are composed of a Mayor, Aldermen and Councillors. (County boroughs and municipal boroughs that are 'cities' have *Lord Mayors*.) A Lord Mayor or Mayor is the first of all the citizens during his year of office, their representative on public occasions, the chief of the magistrates, and the Chairman of the council. The Aldermen are councillors with a long record of local public service, and are elected by their fellow councillors to hold this special office for six years, half retiring every third year. The Councillors are elected by the ratepayers and hold office for three years. Though Aldermen and Councillors have a difficult and exacting *duty* to perform, their services

- are voluntary and unpaid.

The duty of these councils is to carry out, often with the aid of Exchequer grants, Parliament's laws for local government. They must 'make provision for housing, street lighting, parks, schools and school medical services. They must also see to the provision of gas, water and other essential *public services*, including adequate police and fire

protection. Many services are now organised on a regional basis, e.g. Regional Hospital Boards.

The money required *for these public services* is obtained chiefly from the rates. The council calculates in advance how much money will be required, and the ratepayers have to provide most of this. Rates are a local tax, levied on the estimated annual value of fixed property such as houses and shops. Thus if the estimated annual value of fixed property in a town were £2 million, a rate of ten shillings in the pound would bring in £1 million to the local exchequer.

- 5 (a) Make an outline of the extract 'How Our Towns are Governed,' by giving the subject-matter of each paragraph *in one sentence*.
 (b) Write out the topic sentence of each of the three last paragraphs of the extract.
 (c) Explain in your own words how the paragraphs are connected.
- 6 Write an account of any famous bridge that you know. Arrange your description in three paragraphs, thus :
 (a) The situation of the bridge
 (b) The bridge itself—its structure, details of size etc.
 (c) The use of the bridge—kinds of traffic passing over it etc.
- 7 Write an account of your local park using the following topics for paragraphs :
 (a) size and situation (b) trees, shrubs and flowers,
 (c) facilities for games etc. (d) how money for its upkeep is obtained

In Questions 6 and 7 link your paragraphs together by introducing into the first sentence of all paragraphs but the first one a word or phrase connecting them with something mentioned in the preceding paragraph.

THE LINKING OF PARAGRAPHS

FOURTH METHOD

In the last chapter it was pointed out that although sentences can be linked together by means of definite words or phrases, yet sometimes, when special care is taken over the order of ideas, this linking is scarcely necessary. The same applies to paragraphs. In the following extract the connection between each paragraph and the next is so clear that it can be left to the reader to supply the connecting links.

Railway travel has shared with all other forms of transport the tremendous advances in speed that have taken place during the last two or three decades.

The first claims of a railway speed of 100 m.p.h. came from the United States of America. In the closing years of the last century, and the early years of this, several such 'records' were reported, but these particular timings were unsupported by official evidence. In 1904 a claim to a speed of 102 m.p.h. was made by a British railway, but here again the evidence for the feat proved unsatisfactory; the actual speed reached was probably about 97 m.p.h.

In the early 1930s, however, diesel, electric and steam propulsion all separately succeeded beyond doubt in the achievement. The first fully-authenticated 100 m.p.h. in Great Britain was achieved by the L.N.E.R. Pacific locomotive *Flying Scotsman* on a test run from Leeds to King's Cross on 30 November 1934. In the autumn of 1935 came the inaugural journey of the L.N.E.R. streamlined *Silver Jubilee* when, on 27 September, the new locomotive *Silver Link*, only three weeks out of the shops, hauled a seven-car train for a distance of 43 miles at an average of 100 m.p.h., twice touching 112 m.p.h.

8 (a) Explain the meaning of :

| | |
|-------------------|-------------------------------|
| decade | the first fully-authenticated |
| official evidence | 100 m.p.h. |
| m.p.h. | the inaugural journey |

(b) What is the purpose of streamlining ?

- (c) The theme of the second paragraph may be expressed in one sentence : 'The first claims to have reached 100 m.p.h. were not supported by official evidence.' By adding two further sentences, expressing the themes of the first and third paragraphs, respectively, give a three-sentence summary of the passage.

All good speakers and writers like to suggest an easy flow of thought from one paragraph to the next ; and, like engineers building bridges in order to join river banks, they use links to join their successive topics. Thus a boy aged 13, giving a lecturette on the *Coronation Scot* of the L.M.S. and the *Coronation* of the L.N.E.R., bridged the gap between his two subjects by using the following *time* link :

On the same day that the *Coronation Scot* was put into service, another streamlined express drew out of a London terminus on its inaugural run to Scotland. This was the L.N.E.R.'s *Coronation*, which left King's Cross at 4 p.m. en route to Edinburgh.

A 13-year old girl, talking about the luxury of these two trains, began her second topic with the link :

'Every bit as luxurious as' the *Coronation Scot* is the *Coronation*.

[Note too the link suggested on p. 94 between the Colossus of Rhodes and the Golden Gate Bridge.]

- 9 When next you see a news reel at your local cinema be on the look-out for connecting links used by the commentator, and use similar ones yourself at the first opportunity. The following four topics were shown recently :

THE COMPOSITION

First topic : two people stepping out on a Dartmoor
ramble

interesting scenes shown

Second topic : a film celebrity with twinkling feet
some of her steps shown

Third topic : a band of the Royal Artillery
all stepping out and showing their paces ;
model band

Fourth topic : a miniature railway station
model trains, tunnels, etc.

Puzzle :

How did the commentator link these four subjects together ?

CHAPTER III

THE COMPOSITION

A COMPOSITION consists of a number of paragraphs dealing with one subject. Each paragraph should deal with only one part or aspect of the subject.

It will be impossible for you to write a composition on any subject unless you first of all have a number of ideas on that subject. If you have no ideas about it, you must acquire them by either asking questions or consulting books of reference.

These ideas, however, must not be presented in the final version of your composition in the haphazard way in which they first occurred to you. The first step is to look over your list of ideas and examples and group together those that show any connection with one another. Then you will have to decide which of these you are going to include in your composition and which you are going to leave out. You will naturally include those that are part and parcel of the subject, the most interesting, and the best known to you.

When you have made your selection you should be left with two or three main ideas, about each one of which you should be able to write an interesting paragraph by help of the various examples collected. If you take thought over the grouping of your paragraphs it should not be difficult to find some definite link between each paragraph and the next.

The following are two examples of notes made in preparation for a composition :

A *By a girl aged 13*

Subject : Three Places in London I Should Like to Visit

First thoughts :

| | |
|-----------------------------|---------------------------|
| Houses of Parliament | Big Ben |
| House of Lords | Thrones of King and Queen |
| House of Commons | Mace |
| Westminster Abbey | No. 10 Downing Street |
| Tomb of the Unknown Warrior | Poets' Corner |
| Hyde Park | Cenotaph |
| Zoo | Palace of Whitehall |

Rearrangement of thoughts, plan, order :

Westminster Abbey : thrones, Poets' Corner, Tomb of the Unknown Warrior

Houses of Parliament : Lords and Commons, Big Ben

Whitehall : Palace of Whitehall, No. 10 Downing Street, The Cenotaph

Paragraph headings with connecting links :

(a) Introduction : general statement. London—largest city in world, centre of Commonwealth, therefore many interesting places to visit. *First of all* I should like to visit—Westminster Abbey etc.

(b) Houses of Parliament. Link—*Opposite Westminster Abbey stand the Houses of Parliament.*

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- (c) Whitehall. Link—*Just a few minutes' walk from the Houses of Parliament* stands the old Palace of Whitehall. (Near the entrance to Downing Street rises the Cenotaph)

B By a boy aged 13

Subject : My Three Favourite Novels

First thoughts :

Treasure Island : R. L. S., Long John Silver, mutiny, Flint, fifteen men, Jim Hawkins, buried treasure

King Solomon's Mines : Haggard, Good, Curtis, Quatermain, Umbopa ; humour—monocle, false teeth

Allan Quatermain : sequel ; also Africa, adventure

Rearrangement of thoughts, plan, order :

Treasure Island : adventure, buried treasure

King Solomon's Mines : adventure, buried treasure, Africa

Allan Quatermain : sequel, adventure, Africa

Paragraph headings with connecting links :

- (a) Introduction : Of all the stories I have ever read the one I like best is *Treasure Island*, by R. L. Stevenson.
- (b) *King Solomon's Mines*. Link—*Another tale of adventure and buried treasure*, this time in Africa, is *King Solomon's Mines*, by H. Rider Haggard.
- (c) *Allan Quatermain*. Link—*The sequel to this story is Allan Quatermain*.

Note that in Stage I the pupils merely jot down a few isolated words to serve later on for recalling the ideas that have come into their minds. Then in Stage II they rearrange these ideas and put them in the order in which they intend to deal with them, using some and discarding others.

- 1 Suppose you have been given the same composition to write as that prepared by the girl, namely, 'Three Places

ENGLISH FOR TODAY II

in London I Should Like to Visit.' Choose any three of the following places, and then write down, as you have been shown, your first thoughts, your rearrangement of those thoughts, and, finally, your paragraph headings with connecting links :

| | |
|---------------------|-------------------------|
| Tower Bridge | Kensington Gardens |
| Trafalgar Square | The City |
| Madame Tussaud's | St Paul's |
| National Gallery | The Zoo |
| The Tower of London | Hyde Park |
| Buckingham Palace | South Kensington Museum |

- 2 Choose any *two* of the following subjects for composition and write down your first thoughts, your rearrangement of these thoughts, and your paragraph headings with connecting links :

- (a) My Three Favourite Novels
- (b) Three Ways of Keeping Fit
- (c) Labour-saving Devices in the Home
- (d) Three People I Should Like to Meet
- (e) How I Use My Leisure Time

When writing biographies you have the order of the paragraphs largely arranged for you, e.g. birth and early life, chief events in career, an estimate of value of life-work to mankind, *or* Youth, Man- or Womanhood, Middle Age, Later Years.

- 3 Prepare outlines on any two of the following :

| | |
|-------------------|--------------------------|
| James Watt | Field-Marshal Montgomery |
| George Stephenson | Winston Churchill |
| Charles Darwin | Your heroine |
| R. L. Stevenson | A modern hero |

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4 Prepare an outline on the subject 'Places of Interest near my Home'

(a) by using 'plus' connectives

(b) by using 'place' connectives, e.g.

close by, quite near at hand, up the river, farther down on the left bank, a bow-shot from the castle, a mile from the centre of the town, a little to the north of the castle, about four miles west of the monastery, a mile farther west, separated from the railway station by the road leading to the town, a few hundred yards to the left

[Guide books contain dozens of these 'place' connectives]

BEGINNINGS AND ENDINGS

The front of the streamlined engine of the L.N.E.R. *Coronation*, and its specially shaped tail, were both planned with great care. So should the beginnings and endings of your compositions be planned. The beginning of your composition should

(a) arouse the interest of the reader, enticing him on to read what you have to say, and

(b) lead directly and naturally to the main subject

Do not waste time on a long-winded introduction. 'Never make your porch too big for the building.' As a rough guide to its length you may take it that a composition covering both sides of a foolscap sheet should have an introduction of six to eight lines in length at most. Make your introduction as streamlined as possible.

One useful type of introduction is to state in a general way the scope of your subject and the point of view or method of treatment you are going to adopt. Hazlitt, in his essay 'On Going a Journey,' tells us at once, in his opening

sentence, that one of the pleasantest things in the world is going a journey, but that he likes to go by himself. A thirteen-year-old boy, writing on 'Places of Interest near my Home,' outlines his method of treatment in the following brief introduction :

'Although the south-east corner of Northumberland is by many people regarded as merely a coal-mining area, yet there are a number of places of historical and geographical interest in our own neighbourhood, and not a few scenes of great natural beauty.'

As the majestic engine of the *Coronation* suggests the comfort and quality of the coaches following behind, so this type of introduction gives your readers an inkling of what is to come. The BBC uses this method when giving out the news headlines.

Another type of beginning is to refer to some current topic or event. A composition dealing with Road Accidents might be introduced by a reference to 'The Highway Code,' or to a newspaper cutting on the number of road accidents in Britain for the preceding month. A reference to a new stamp issue could be used to begin a composition on 'Postage Stamps of the Air.'

With regard to your endings, try at all costs to avoid giving the impression of leaving the subject in mid-air. Your leave-taking should be definite. A long drawn-out concluding paragraph is not generally necessary ; in most cases a well-framed final sentence with some neat telling phrase is sufficient. Study the great writers themselves.

5 Write suitable beginnings to any *two* of the following subjects :

- (a) Places of Interest near my Home
- (b) Coal and its Uses
- (c) The Happiest Day of my Life

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- (d) Heroes of Our Own Time
- (e) Wonders of the Modern World
- (f) It Happened Last Year
- (g) The Present and Future of Plastics

6 Write a composition on 'British Trains of Today,' using the following introduction :

'In this country we have every cause to be proud of our trains for they compare most favourably with those of other countries for speed, endurance and comfort.'

7 Write a composition on 'Housing and its Problems'

- (a) by referring to the present housing shortage, and
- (b) by using the following introduction :

'To build houses four things are needed : labour, materials, land and money. Each of these four essentials presents its own special difficulties.'

8 Some further subjects for written composition :

- (a) An account of the life of any famous historical character.
[Divide his or her career into well-marked stages and devote one paragraph to each stage]
- (b) The Spanish Armada. [Cause Preparation Fight Flight]
- (c) My Favourite Character in Fiction
- (d) Model Aeroplanes
- (e) It Happened This Year
- (f) Our School Speech Day or Our School Camp
- (g) The Most Wonderful Thing I Have Ever Seen
- (h) Saturday Afternoon
- (i) How My Pocket-money Disappears

- (j) If you were asked to choose *three* companions from amongst boys or girls of the following nationalities what three would be your choice? Give reasons for so choosing :

| | | | | |
|--------|---------|-----------|---------|----------|
| French | Chinese | American | Italian | Nigerian |
| German | Russian | Norwegian | Dutch | Indian |

Some Points to Remember

- (a) Before you begin writing your composition you must think carefully over the subject. Jot down on a piece of scrap paper all the various ideas that enter your head. Then choose the topic ideas to be developed and arrange them in the best order.
- (b) The topic sentence of each paragraph should clearly state the main idea of the paragraph.
- (c) By means of links you should join each paragraph with the one that has gone before, and so make your composition a connected whole.
- (d) Spellings : Always have a dictionary at hand and use it when in the least doubt. By doing this you should not have any difficult word spelt wrongly.
- (e) Style and originality : What is style? Style is the way in which you express yourself, the manner, the fashion, the form of your writing. One talks of a batsman having style; it is the way in which he bats. By a writer's style is meant the way in which he expresses himself.

Your style means the way in which you express *your* individuality; the way in which you express *your* thoughts, *your* ideas on any subject. Are you an interesting, clear-headed person? If you are, your compositions will show this. Try to say something fresh and personal, and at least

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something plain and clear on every subject you write about. Try to hold your readers' attention. Aim at something that will interest them—interest them in you and in your next composition. Your composition should if possible have a personal touch about it, something that is entirely your own. If you have a good ear for the sound of words, you will have a good ear for style.

CHAPTER IV

NARRATION

A *narrative* is a continuous account of events that have taken place. It simply means 'the telling of a story.' When you relate an anecdote you have heard, or give an account of the plot of some film you have seen, or re-tell some exciting adventure, you are using the narrative form of writing. When writing a narrative, bear in mind the following five points :

A *Arrangement* : order is a most important factor in narrative writing. Several dictionaries define 'narrative' as 'an *orderly* account of what has happened.' The parts of the story must fall into their proper places. The facts must be arranged in an orderly manner. Hence the importance of planning your work. Generally it is best and easiest to follow the order in which the various incidents have taken place, a *time* order, and then, if necessary, link these incidents together by means of carefully chosen connectives. In other words 'Begin at the beginning and go on to the end.' When, therefore, you are constructing your outline, jot down the chief points of the story in the order in which they actually occurred. This will be a guide to the arrangement of your paragraphs, since each stage of the story will have a paragraph to itself.

B *Introduction* : the opening sentences are of great importance. In the introduction should be given particulars of the time, place and chief actors. These particulars should be brief and striking, so that your readers' attention is caught at once. You will be much more certain of catching your readers' attention if you *particularise* all persons, times and places. Give names to your characters. Name the towns and villages where your incidents are to take place ; and such matters as the season of the year and the time of day. Don't begin a story, ' A certain man —.' Give him a name, for there is a magic about a name. Think of the names of some Dickens characters—Wopsle, Pumblechook, Fagin, Scrooge. They all have an atmosphere about them. A boy in Form IIA laughs every time he hears the name ' Charley Bates.'

C *Be direct*. Make your characters speak and act for themselves. Let them reveal their characters by their speech and actions, and give the exact words of their conversations. Try, as far as you can, not to use the same words all the time. Thus for ' said ' use some of the following instead :

| | |
|--------------------|---------------------|
| replied, answered | repeated, echoed |
| returned, retorted | demanded, inquired |
| observed, remarked | protested, objected |
| called out, bawled | muttered, pleaded |

D *Use vivid verbs*, verbs that give pictures. The poet Gray, when describing a ploughman coming home at night, does not take a sentence or two to tell us that the man was tired. He suggests it by the use of *one* verb : ' The ploughman homeward *plods* his weary way.' Note similarly the vivid adjective and verb in : ' His *drowsy* flock *streams* on before him.'

There is no need to spend time on long introductions for descriptive purposes. Vivid verbs and adjectives will serve your purpose just as well.

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- E Finally, *be as concise as you can*. Do not include too much detail. Narrative deals with action and movement. Though you may describe people and scenes this description is of secondary importance and should be omitted unless it helps your reader to understand the development of the story or to picture the conditions influencing the course of events. In a narrative it is the *story* that matters, the actual events that happen, and your chief aim is always the same—to get the story going, and, once going, to keep it moving.

ANECDOTES

The simplest kind of narrative is the anecdote or very short story. Study the following anecdote, told (a) by the worst scholar in the form and (b) by the best one :

- (a) 'The prison governor was a very nice man: He did all he could to please his prisoners. They were still sad, however. One day he told them he had given them football, cricket, tennis and hockey, and what else could they want. One of the men said that they would like a cross-country run.
- (b) The prison governor was a kind-hearted soul and did all he could to please his prisoners but still they seemed unhappy.

Governor : ' Well, boys, I've given you football, cricket, tennis and hockey. What else can you possibly want ? '

Voice : ' A cross-country run, sir. '

[Note how the story is improved by introducing dialogue]

- 1 Write out the most amusing anecdote you have heard or read. If possible introduce dialogue.
- 2 Read each of the following anecdotes and then reproduce the one you like best :

ENGLISH FOR TODAY II

FREE ADVERTISEMENT

The reciter at the village concert was being warmly applauded for his rendering of 'The Village Blacksmith.' Old Mr Snaith sitting in the front seats was particularly enthusiastic and shouted repeatedly, 'Do it again, do it again.' The reciter obliged. 'Now just once more,' the old man pleaded, 'and this time tell 'em I mends bicycles too.'

ECONOMY

Two Mexicans quarrelled and decided to fight a duel. To do this without attracting too much attention they took a train into the country. The first Mexican asked for a return ticket, but his adversary took only a single.

'Caramba!' laughed the first, 'you expect not to come back, my friend? I always get a return.'

'I never do,' replied the other calmly. 'I always take my opponent's return half.'

SMALL

Taylor and Parkinson were having a heated argument as to whose marrows were the larger. To prove his words Taylor said that he would go out and bring one in.

'Ha, ha, you don't call that a big marrow, do you?' scoffed Parkinson when Taylor returned.

'Well,' Taylor retorted, 'I got it from your garden.'

3 Continue the following story: ,

A RACE WITH WOLVES

One still night in the depth of winter a Russian baron set out from the little frontier town of Rob-rin. The snow lay knee-deep in the streets, and was still falling as the baron, with his wife and child and his servant Eric, got into

NARRATION

the sledge and started on the next stage of his journey to St Petersburg.

The landlord of the inn begged him not to travel that night as the roads were full of snowdrifts, and packs of hungry wolves were known to be in the neighbourhood. But the baron being anxious to get on to the next town, called Bolisov, gave the order to start, and the four horses dashed forward into the darkness.

Note how the author has pinned down his narrative to facts : depth of winter, Russian baron, Rob-rin, Eric, Bolisov.

When you have completed your own version of this story turn to p. 6075 of the current edition of *The Children's Encyclopedia* and see how your account differs from the original.

Now study the following model of narrative writing :

THE RETURN OF RIP VAN WINKLE

As he approached the village Rip met a number of people, but none whom he knew ; which somewhat surprised him, for he had thought himself acquainted with everyone in the country round. Their dress, too, was of a different fashion from that to which he was accustomed. They all stared at him with equal marks of surprise, and whenever they cast eyes upon him, invariably stroked their chins. The constant recurrence of this gesture induced Rip, involuntarily, to do the same, when to his astonishment he found his beard had grown a foot long.

He had now entered the skirts of the village. A troop of strange children ran at his heels, hooting after him, and pointing at his grey beard. The dogs, too, not one of which he recognised as an old acquaintance, barked at him as he passed. The very village was altered : it was larger and more populous. There were rows of houses

which he had never seen before, and those which had been his familiar haunts had disappeared. Strange names were over the doors—strange faces at the windows—everything was strange. His mind now misgave him; he began to doubt whether both he and the world around him were not bewitched. Surely this was his native village, which he had left but the day before. There stood the Kaatskill Mountains; there ran the silver Hudson at a distance; there was every hill and dale precisely as it had always been. Rip was sorely perplexed. ‘That flagon last night,’ he thought, ‘has addled my poor head sadly.’

It was with some difficulty that he found the way to his own house, which he approached with silent awe, expecting every moment to hear the shrill voice of Dame Van Winkle. He found the house gone to decay—the roof had fallen in, the windows shattered, and the doors off the hinges. A half-starved dog that looked like Wolf was skulking about it. Rip called him by name, but the cur snarled, showed his teeth, and passed on. This was an unkind cut indeed. ‘My very dog,’ sighed poor Rip, ‘has forgotten me.’

He entered the house, which, to tell the truth, Dame Van Winkle had always kept in neat order. It was empty, forlorn, and apparently abandoned. This desolateness overcame all his connubial fears. He called loudly for his wife and children: the lone chambers rang for a moment with his voice, and then all again was silence.

Points to note

- (a) The paragraphs into which the story is divided deal with distinct stages of the tale:

approaching the village
approaching the house

entering the village
entering the house

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- (b) These separate parts are linked up by connecting words and phrases. Note the adverbial clause at the beginning of the first paragraph. Adverbs and adverbial phrases and clauses are often used by writers to express the passage of time and movement.
- 4 Re-tell any exciting incident in any *one* of the following books :
Great Expectations *Oliver Twist* *Treasure Island*
- 5 Write in your own words the story of any *one* of the following :
(a) The death of Nelson
(b) 'The Gunpowder Plot'
(c) One of Gulliver's adventures in Lilliput
(d) Rip Van Winkle in the mountains

Now study the following well-known account of a chase :
'Stop thief! Stop thief!' There is a magic in the sound. The tradesman leaves his counter, and the carman his wagon; the butcher throws down his tray; the baker his basket; the milkman his pail; the errand-boy his parcels; the schoolboy his marbles; the paviour his pick-axe; the child his battledore. Away they run, pell-mell, helter-skelter, slap-dash: tearing, yelling, and screaming: knocking down the passengers as they turn the corners, rousing up the dogs, and astonishing the fowls: and streets, squares, and courts re-echo with the sound.

'Stop thief! Stop thief!' The cry is taken up by a hundred voices, and the crowd accumulate at every turning. Away they fly, splashing through the mud, and rattling along the pavements: up go the windows, out run the people, onward bear the mob, a whole audience desert Punch in the very thickest of the plot, and, joining the rushing throng, swell the shout, and lend fresh vigour to the cry, 'Stop thief! Stop thief!'

‘Stop thief! Stop thief!’ There is a passion for hunting *something* deeply implanted in the human breast. One wretched breathless child, panting with exhaustion; terror in his looks; agony in his eyes; large drops of perspiration streaming down his face; strains every nerve to make head upon his pursuers; and as they follow upon his track, and gain upon him every instant, they hail his decreasing strength with still louder shouts, and whoop and scream with joy. ‘Stop thief!’ Ay, stop him for God’s sake, were it only in mercy.

Stopped at last. A clever blow. He is down upon the pavement and the crowd eagerly gather round him: each newcomer, jostling and struggling with the others to catch a glimpse. ‘Stand aside!’ ‘Give him a little air!’ ‘Nonsense! he don’t deserve it.’ ‘Where’s the gentleman?’ ‘Here he is, coming down the street.’ ‘Make room there for the gentleman.’ ‘Is this the boy, Sir?’ ‘Yes.’

Points to note :

- (a) This account is written in the present tense. As a result we seem to see the chase actually in progress and are able to follow it from point to point. Generally, however, you should use the past tense in your narrative work.
- (b) The variation in the length of the sentences: long sentences are followed by short ones, and *vice versa*. Short sentences are used to describe the chase, especially the first part of it. Later, as Oliver tires, longer sentences are used; as a result we seem to get a picture of his ‘decreasing strength.’ Why are short sentences used at the end of the fourth paragraph?
- (c) The words chosen to express and describe action, especially the vivid verbs—*tearing, yelling, screaming, rousing* up the dogs, *astonishing* the fowls.

DESCRIPTION

- (d) Sentences are inverted to quicken the interest and to emphasise a particular word by moving it from its usual position :
not ' the windows go up, the people run out '
but ' up go the windows, out run the people '
- (e) 'The repetition of the exciting phrase ' Stop thief ! ' helps both to maintain the breathless interest of the chase and to link the paragraphs together.
- 6 Read from *The Cloister and the Hearth* the account of Gerard's escape from prison, then give an account of the escape imagining yourself to be Gerard.
- 7 Give an account of the escape of Edmond Dantès from the Château d'If :
(a) imagining yourself to be Edmond
(b) imagining yourself to be a prison guard
- 8 Write out in your own words an account of any famous escape you have read about.
- 9 Give an account of an exciting incident you have read about in any book.
- 10 Give an account of a thrilling incident you have seen in a film.

CHAPTER V

DESCRIPTION

A DESCRIPTION is a word-picture or word-painting of anything. When you are describing a scene or a person you become a painter, and the degree of your success will depend on how clearly you are able to *see* the scene or person you are describing. Your success will depend on the ' life ' you give your picture. You must try to make the scenes and people really ' live '—in the imagination of your readers.

To describe well you must first of all learn to *observe closely*. The person who takes notice of things, who perceives, is usually the one who can describe things the most vividly. 'I kept always two books in my pocket,' says Stevenson of his boyhood days, 'one to read and one to write in. As I walked my mind was busy fitting what I saw with appropriate words; when I sat by the roadside, I would either read, or with a pencil and penny book note down the scenes before me.' Note especially, 'my mind was busy fitting what I saw with appropriate words.' The excellence of your descriptions will depend partly on your ability to choose the right word, and, like Dickens, you must also have the eye of the reporter.

Another capacity essential for success is that of *selection*. You must select your material. Aim at *clearness* and take care not to overload your descriptions with unimportant details. This is especially important when writing a description of anything that contains a large number of details, as, for instance, a well-furnished room. Dickens is famous for his descriptions of sitting-rooms and parlours, but he does not try to describe *everything* in these rooms. He concentrates the attention of his readers on certain important features. It is significant detail that counts, the selection of two or three striking points that will immediately make a picture. Too much detail only distracts the attention.

DESCRIPTION OF SCENERY AND PLACES

Now study the following examples of descriptive writing :

A *The room of Uriah Heep, in 'David Copperfield'*

It was a perfectly decent room, half parlour and half kitchen, but not at all a snug room. The tea-things were set upon the table, and the kettle was boiling on the hob. There was a chest of drawers with an escritoire top, for Uriah to read or write at of an evening; there was Uriah's blue bag lying down and vomiting papers; there was a company

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of Uriah's books commanded by Mr Tidd ; there was a corner cupboard ; and there were the usual articles of furniture. I don't remember that any individual object had a bare, pinched, spare look ; but I do remember that the whole place had.

Points to Note :

- (a) Dickens first tells us all that is necessary for gaining a clear general picture : ' It was a perfectly decent room, half parlour and half kitchen, but not at all a snug room.'
- (b) The description passes from this general statement to particular details. The author selects the most striking features of the room and describes them in the order of their importance.
- (c) He groups articles together : the tea-things and the kettle ; the chest of drawers with the escritoire top, and Uriah's papers and books.
- (d) He does not mention everything, as if he were drawing up a furniture catalogue of the articles in the room. He selects only the features that are most striking and likely to give a clear-cut picture.
- (e) The concluding sentence sums up all that has gone before, repeating the theme of the paragraph : ' a perfectly decent room, but not at all a snug room.'

B *The rooms of Mr Hyde, in 'Dr Jekyll and Mr Hyde'*

In the whole extent of the house, which but for the old woman remained otherwise empty, Mr Hyde had only used
• a couple of rooms ; but these were furnished with luxury and good taste. A closet was filled with wine ; the plate was of silver ; the napery elegant ; a good picture hung upon the walls, a gift (as Utterson supposed) from Henry Jekyll, who was much of a connoisseur ; and the carpets were of many piles and agreeable in colour. At this moment, however, the rooms bore every mark of having been recently

and hurriedly ransacked ; clothes lay about the floor, with their pockets inside out ; lockfast drawers stood open ; and on the hearth lay a pile of grey ashes, as though many papers had been burned.

Points to Note :

- (a) Stevenson begins with a general statement : ' The rooms were furnished with luxury and good taste.' He then gives particular instances : closet filled with wine ; silver plate, elegant napery ; good picture upon the walls.
- (b) Again he says : ' The rooms bore every mark of having been recently and hurriedly ransacked,' and proceeds to give particular proofs of this.

1 Write a description of either a tidy or an untidy room. Begin with either of the following topic sentences :

(a) The living-room showed every sign of care and attention.

or

(b) The living-room showed every sign of untidiness and neglect.

2 Write a brief description of any *one* of the following :

(a) one of the rooms in your own house

(b) the interior of a shop you know well

(c) the interior of an antique shop

3 Write a description of one of the rooms in your own house, either before or after a Christmas party.

The following is a passage from *The Wind in the Willows* in which the author, Kenneth Grahame, describes the home of Mr Badger. You will remember that Mr Mole and Mr Rat, just before they entered the kitchen, had been lost in a snowstorm ; they were cold, miserable and exhausted, and the comfort, safety and cosiness of the room exerted a very powerful influence on them :

One of these [doors] the Badger flung open, and at once

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they found themselves in all the glow and warmth of a large fire-lit kitchen. The floor was well-worn red brick, and on the wide hearth burnt a fire of logs, between two attractive chimney-corners tucked away in the wall, well out of any suspicion of draught. A couple of high-backed settles, facing each other on either side of the fire, gave further sitting accommodation for the socially disposed. In the middle of the room stood a long table of plain boards placed on trestles, with benches down each side. At one end of it, where an armchair stood pushed back, were spread the remains of the Badger's plain but ample supper. Rows of spotless plates winked from the shelves of the dresser at the far end of the room, and from the rafters overhead hung hams, bundles of dried herbs, nets of onions, and baskets of eggs.

It seemed a place where heroes could fitly feast after victory, where weary harvesters could line up in scores along the table and keep their Harvest Home with mirth and song, or where two or three friends of simple tastes could sit about as they pleased and eat and smoke and talk in comfort and contentment. The ruddy brick floor smiled up at the smoky ceiling; the oaken settles, shiny with long wear, exchanged cheerful glances with each other; plates on the dresser grinned at pots on the shelf, and the merry firelight flickered and played over everything without distinction.

Points to note

- (a) The general cosiness of the room is conveyed to the reader at once by the introductory statement: 'in all the glow and warmth of a large fire-lit kitchen.'
- (b) The details that follow give us more and more examples of this cosiness: the wide hearth, the fire of logs, the armchair, the spotless plates, the hams, onions and baskets of eggs.

- (c) The author does not mention everything in the room. Only those details are given that help to add to the general picture of warmth, plenty and cosiness.
 - (d) 'This general idea of warmth and cosiness, of food and plenty is further brought out in the second paragraph. 'It seemed a place where' feasting and merrymaking might take place, or where groups of friends could sit together in comfort and contentment.
 - (e) The cosiness of the room is even further brought out in the suggestion that its very contents were on warm and friendly terms with one another.
- 4 After the pattern of the Badger's room describe any *one* of the following :
- (a) The cosiest room you have ever known
 - (b) The most cheerless room you have ever seen
 - (c) The most palatial hall you have ever visited
 - (d) The room of your Headmaster or Headmistress

Finally study the following description of a railway station, written by a girl of thirteen :

All is quiet in this wayside station. A few country people walk restlessly about, glancing at the clock from time to time, and some holiday trippers, complete with tennis rackets and magazines, are basking in the sunshine on a seat nearby. Old Mrs Taylor has asked the same porter twice in the last five minutes if this is her train coming.

Suddenly, however, a low drone is heard, and the platform becomes a scene of animation. Hurry and bustle prevail everywhere. Then the train steams into the station. There is a rush for empty compartments, especially on the part of three boisterous youngsters. The porters are no longer inactive. Two of them have just managed to obtain a corner seat for Mrs Taylor and one is now handing her in a large basket containing greengroceries.

DESCRIPTION

Now, by the footpath, someone comes bumping along to the station. It is a fat red-faced gentleman, very much in a hurry and waving a very small attaché-case in an effort to attract the attention of a porter. Up the platform he stumbles, mopping his face with a large white handkerchief. Now he scurries into the booking-office; here he comes, fumbling with his change; he can't show his ticket he is so flustered. Now he has dived into the last compartment.

And now my train will be next. I wonder how many more times I shall read that poster across the way!

Points to note :

- (a) The beginning : note especially ' *this* wayside station. It is a particular station that the girl has in mind. We feel at once that the writer is actually there as she writes.
- (b) She is particular too with regard to time and weather. She does not say 'in summer' or 'in winter' but instead she gives us pictures : 'trippers complete with tennis rackets and magazines.'
- (c) The length of the sentences : notice the long sentences in the first paragraph and the much shorter ones in the second. Why does she change the length of her sentences?
- (d) The *correct* word : 'glancing at the clock, bumping along to the station, scurries into the booking-office, fumbling with his change, dived into the last compartment.'
- (e) The *only* word : 'mopping his face.'
- (f) The touch of humour : note too that a particular name is given. Tell your readers the names of your characters.
- (g) The graceful leave-taking of the last paragraph. We have all read that poster, haven't we? Or do we travel in buses?

- (h) The second paragraph begins with two general statements. Though such statements have their uses, a number of such sentences would make a very smudgy picture. One such statement is enough. Then proceed at once to give clear pictures of the animation, hurry and bustle.
- 5 After the pattern of the description of the railway station describe any *one* of the following :
- (a) A busy market
 - (b) A scene at a large bus station
 - (c) A traffic jam
 - (d) A scene at the seaside in August
 - (e) A large railway station on Christmas Eve
 - (f) A country walk in spring

DESCRIPTIONS OF PEOPLE

When describing persons *observation and selection* are again all-important. Introducing us to Uriah Heep, Dickens tells us he was a red-haired person. Not much observation needed for this, you may say, but he goes on to tell us that Uriah's pale complexion was tinged with red, 'which is sometimes to be observed in the skins of red-haired people.' Immediately afterwards he observes that Uriah stood at the head of Aunt Betsy's pony, 'breathing into the pony's nostrils, and immediately covering them with his hands, as if he were putting some spell upon him.'

Though you should observe every detail in writing it is only the significant detail that counts. Try to select one or two special points that will at once make your picture. In describing a person the best course is to select those features, characteristics and habits that distinguish or mark him out from others. So Dickens, when describing Biddy—an orphan appearing in *Great Expectations*, and Mr Wopsle's great-aunt's

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grand-daughter—does not mention her looks, because she was just an ordinary-looking girl, but makes a vivid picture for us at once by seizing on her unusualness : ‘ She was most noticeable, I thought, in respect of her extremities ; for her hair always wanted brushing, her hands always wanted washing, and her shoes always wanted mending and pulling up at heel.’ Now study the following descriptions :

A *The Captain in the first chapter of ‘ Treasure Island ’*

I remember him as if it were yesterday, as he came plodding to the inn door, his sea-chest following behind him in a hand-barrow ; a tall, strong, heavy, nut-brown man ; his tarry pigtail falling over the shoulders of his soiled blue coat ; his hands ragged and scarred, with black, broken nails ; and a sabre-cut across one cheek, a dirty, livid white.

Points to note :

In this word-picture of an old sea-dog Stevenson has drawn for us, with a few bold strokes, an unforgettable picture. Notice that he describes only his *outward* appearance. We do not learn anything about the character of the man except in so far as his appearance suggests it.

Note too that Stevenson gives us plenty of details, but all striking. He does not mention the man’s eyes or nose or legs, probably because these features were quite ordinary. But his hands, nails and scarred cheek are mentioned : these were what struck the writer most, and these features, with the others mentioned, were the marks singling him out from other persons of his class. Try therefore to obtain the habit of picking out the distinguishing points of the persons you are describing. •

Finally note the *order* of the steps in the description. First the man plodding along, as he was seen from a distance ; next, as he came nearer, his size ; last, as he came nearer still, the details of his appearance. • •

- B *Old Orlick, Joe Gargery's journeyman, in 'Great Expectations'*
 He was a broad-shouldered loose-limbed swarthy fellow of great strength, never in a hurry, and always slouching. He never even seemed to come to his work on purpose, but would slouch in as if by mere accident ; and when he went to the Jolly Bargemen to eat his dinner, or went away at night, he would slouch out like Cain or the Wandering Jew, as if he had no idea where he was going, and no intention of ever coming back. He lodged at a sluice-keeper's out on the marshes, and on working-days would come slouching from his hermitage, with his hands in his pockets and his dinner loosely tied in a bundle round his neck and dangling on his back. On Sundays he mostly lay all day on sluice-gates, or stood against ricks and barns. He always slouched, locomotively, with his eyes on the ground ; and, when accosted or otherwise required to raise them, he looked up in a half resentful, half puzzled way, as though the only thought he ever had, was, that it was rather an odd and injurious fact that he should never be thinking.

Points to note :

Note that Dickens, like Stevenson, begins with a general picture of the man : 'a broad-shouldered loose-limbed swarthy fellow of great strength, never in a hurry, and always slouching.' Then follow particular examples of this slouching : 'He never even seemed to come to his work on purpose, but would slouch in as if by mere accident.' The repetition of the word 'slouch' keeps the theme constantly before the reader, and the concluding sentence, besides summing up the paragraph, also gives us some indication of Orlick's character.

- 6 Many years ago a series of cigarette cards came out entitled 'Characters from Dickens.' On one side of each card was a drawing of the character and on the other a brief pen-picture, never more than three or four sentences, and much

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after the pattern of the description Stevenson gives us of the Captain. Imagine three such cards. Now write a short 'pen-picture' of any *two* of them.

- 7 Old Orlick might well be described as 'a bit of a character.' Make a pen-portrait of any other bit of a character you know. You may choose any person you like. The following are only suggestions :

- (a) The boy in your form who thinks of nothing but football or the girl who is always dreaming of netball or hockey
- (b) The boy who is always getting into mischief, the local 'William'
- (c) The happiest boy or girl in your school
- (d) The boy who is always reading thrillers, or the girl who is always talking about the films

In the next two descriptions the writers do not once mention the *outward* appearance of their characters, but give us details of their habits and mannerisms and tell us what their friends and neighbours thought of them.

A *Martin, from 'Tom Brown's Schooldays'*

He had a passion for birds, beasts, and insects, and knew more of them and their habits than anyone in Rugby ; except perhaps the Doctor, who knew everything. He was also an experimental chemist on a small scale, and had made unto himself an electric machine, from which it was his greatest pleasure and glory to administer small shocks to any small boys who were rash enough to venture into his study. And this was by no means an adventure free from excitement ; for, besides the probability of a snake dropping on to your head or twining lovingly up your leg, or a rat getting into your breeches-pocket in search of food, there was the animal and chemical odour to be faced, which always hung about the den, and the chance of being blown up in some

of the many experiments which Martin was always trying, with the most wondrous results in the shape of explosions and smells that mortal boy ever heard of.

B *Rip Van Winkle*

Certain it is that he was a great favourite among all the good wives of the village, who, as usual with the amiable sex, took his part in all family squabbles, and never failed, whenever they talked those matters over in their evening gossipings, to lay all the blame on Dame Van Winkle. The children of the village, too, would shout with joy whenever he approached. He assisted at their sports, made their playthings, taught them to fly kites and shoot marbles, and told them long stories of ghosts, witches, and Indians. Whenever he went dodging about the village, he was surrounded by a troop of them, hanging on his skirts, clambering on his back, and playing a thousand tricks on him with impunity, and not a dog would bark at him throughout the neighbourhood.

- 8 Martin was known among the Rugby boys as the Madman. Write an amusing description of the Madman of your school, beginning with the following topic sentence :

Our school Madman is madder than any Mad Hatter, and much more amusing. [You may exaggerate a little, if necessary]

- 9 Write a brief description of your local Jack-of-all-trades.

A FINAL DESCRIPTION

We all know Scrooge, we remember him quite clearly. He is as real to us as our own friends and acquaintances. This is because Dickens has vividly described him to us. First we are told *what he was*, a cross-grained old man, a miser, 'a tight-fisted hand at the grindstone, a squeezing, wrenching, grasping, scraping, covetous old sinner.'

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Then we are told *what Scrooge was not* : ' No children asked him what it was o'clock, no man or woman ever once in all his life inquired the way to such and such a place, of Scrooge. Even the blind men's dogs appeared to know him ; and when they saw him coming on, would tug their owners into doorways and up courts ; and then would wag their tails as though they said, " No eye at all is better than an evil eye, dark master ! "'

Next we are told some of the things *that Scrooge did* : he kept poor Bob Cratchit in ' a dismal little cell ' and allowed him so few coals that poor Bob had to put on his white comforter and try and warm himself at the candle.

Dickens completes the picture of Scrooge by telling us *what he said* :

' A merry Christmas, uncle ! God save you ! ' cried a cheerful voice.

' Bah ! ' said Scrooge, ' Humbug ! '

' Christmas a humbug, uncle ! You don't mean that, I am sure.'

' I do,' said Scrooge. ' Merry Christmas ! What right have you to be merry ? What reason have you to be merry ? You're poor enough.'

' Come, then,' returned the nephew gaily, ' What right have you to be dismal ? What reason have you to be morose ? You're rich enough.'

' Bah ! ' . . . ' Humbug ! '

' Don't be cross, 'uncle,' said the nephew.

' What else can I be,' returned the uncle, ' when I live in such a world of fools as this ? Merry Christmas ! Out upon merry Christmas ! What's Christmas time to you but a time for paying bills without money ; a time for finding yourself a year older, but not an hour richer ; a time for balancing your books and having every item in 'em through a round dozen of months presented dead against you ? If I could work my will,' said Scrooge indignantly, ' every idiot who goes about with " Merry

Christmas," on his lips, should be boiled with his own pudding, and buried with a stake of holly through his heart. He should !'

Which of the four methods do you think the most effective ?

- 10 Sketch, in a few sentences, some people you know or see or meet regularly. Vary your methods and describe some in outward appearance only ; others by their habits and mannerisms ; others by what they are and what they are not ; and others again by giving part of their conversation.
- 11 Think of a kind, gentle, merry old soul, and describe him on the model of Scrooge ; by what he was and what he was not, then by what he did and what he said. Or you can describe in the same manner any old skinflint you know about.
- 12 Write an account of the most interesting person you have ever met.

CHAPTER VI

DESCRIPTION OF A PROCESS

THERE are two styles of descriptive writing. In the previous chapter you made word-pictures of places and people. If, however, you had wanted to describe to a friend how to make a dovetail joint or perhaps potato rolls you would not have used quite the same methods. Study the following two models :

A *Mrs Joe Gargery's method of cutting bread-and-butter*

My sister had a trenchant way of cutting our bread-and-butter for us, that never varied. First, with her left hand, she jammed the loaf hard and fast against her bib—where it sometimes got a pin into it, and sometimes a needle, which we afterwards got into our mouths. Then she took some butter (not too much) on a knife and spread it on the loaf, in an apothecary kind of way, as if she were making a plaster

DESCRIPTION OF A PROCESS

—using both sides of the knife with a slapping dexterity, and trimming and moulding the butter round the crust. Then, she gave the knife a final smart wipe on the edge of the plaister, and then sawed a very thick round off the loaf ; which she finally, before separating from the loaf, hewed into two halves, of which Joe got one, and I the other.

(*Great Expectations*, chapter ii)

B *How to cut a slice of bread :*

First of all grasp the loaf firmly in left hand. Take knife in right hand and place it on the top crust of loaf to thickness required. Then cut through loaf with a steady even motion.

In the first model the aim of Dickens is to give you a picture of Mrs Joe Gargery dealing out bread-and-butter to her husband and her young brother Pip. In the second model the aim of the writer is to give such clear instructions as to make it impossible for any reader to mistake his meaning or go wrong when following his instructions.

Now study each of the following three models and note :

- (a) that each description is planned in chronological order (Greek *chronos*, time). The first thing to be done is described first, the second second, and so on ;
- (b) that each description is very clear and very brief. There is no vagueness ; there are no unnecessary words ; all details not essential to the description are ruthlessly omitted. As a result the instructions are easy to follow.

A • *For all campers*

• HOW TO MAKE LEMONADE

Ingredients : two lemons ; sugar, half a breakfastcupful, or to taste ; water, one quart

Squeeze the juice of the lemons into a cup, making sure that no pips get in. Put the juice, the lemon rinds and the

sugar into a jug. Pour the quart of boiling water on them quickly, and immediately cover them up. Let stand for about twenty minutes. Then take out the lemon rinds and drink either hot or cold.

B *For all champion swimmers and divers*

HOW TO DO A BACKWARD ROLL FROM 12 FT

Lie on back on board with head towards the water and the base of skull over the edge of the board. Grasp the board at the sides with elbows up and thumbs below. Bring up the legs over the head and pull with the hands. When your turn is completed push away from the board with hands, straighten the body, and enter the water feet first.

C *For everyone*

HOW TO ATTEND TO A SMALL CUT

First hold the injured part under a running cold-water tap for a few minutes. Then wash away from the wound, never towards it. Broken glass etc. should be removed if seen; the cut should not be probed.

After washing, dab mild tincture of iodine freely over the cut and the surrounding skin. Apply a clean dry bandage (a perfectly clean handkerchief is suitable). Do not apply sticking plaster or ointment.

Before attempting the following exercises re-read the four 'Don'ts' given at the end of Lesson C.

1 Write clear descriptions of any *two* of the following :

- (a) How to make a fire in the open air
- (b) How to mend a puncture
- (c) How to make pancakes
- (d) How to make a dovetail joint

DESCRIPTION OF A PROCESS

- (e) My best woodwork model and how I made it
- (f) My favourite cake and how to make it
- (g) How to use the telephone

N.B.—Ideas on any one of these topics will enter your mind haphazardly. Before beginning your description therefore you must sort out these ideas and marshal them in their proper order, e.g. ex. (g) :

First thoughts : speech, receiver, number, hanging-up, coins, mouthpiece, dialling, directory, operator

Thoughts in correct order : directory, number, dialling, operator, coins, use of receiver, mouthpiece, speech, hanging up, receiver

THE VALUE OF ILLUSTRATIONS

In writing exact descriptions, or what may be called 'How to Do' exercises, the addition of clear and neatly drawn diagrams can be most helpful. If done well a simple and clear sketch will often convey more information to your reader than three or four paragraphs of written description. Especially is this so when you are describing the making of a model in wood or metal or giving an account of an experiment performed in your Science lesson.

Make use of illustrations therefore whenever you think they will prove helpful. They need not be elaborate. Like your written descriptions they should be clear and simple.

Study the following example of how illustrations help written description :

HOW TO MAKE A PERISCOPE

Obtain two pieces of stout cardboard ($\frac{1}{8}$ in. strawboard is the best), cut and scored to the dimensions shown in the diagram 1, two mirrors approximately $2\frac{1}{2}$ in. by $2\frac{1}{2}$ in.,

and finally some paste. Notice from diagram 1 that the figures in brackets are those for the inner tube, and are $\frac{1}{4}$ in. shorter in each instance than the outer measurement.

Score the cardboard by cutting halfway through with a sharp knife or razor-blade. When bent into shape one tube should fit into the other in the same manner as sections in a telescope.

Next cut the two vision apertures as shown in diagram 2—one at the front top of the outside tube and one at the rear base of the inner tube. Insert the mirrors as shown, each at an angle of 45° . Keep these in place by means of narrow strips of cardboard glued to the inside of the tube.

Reinforce all edges by means of adhesive tape, gum strip, or passe-partout (diagram 3). Cut a piece of cardboard $2\frac{1}{2}$ in. by $2\frac{1}{2}$ in. to form the lid of the periscope.

- 2 With the aid of the diagram 4 opposite, explain how a submarine crew below water-level can, with the aid of a periscope, see what is happening above the surface.
- 3 Write a clear description, with the aid of illustrations where necessary, of any *two* of the following :
 - (a) How to make a box-kite
 - (b) How to make a simple thermometer
 - (c) How to make a rabbit-hutch or a dog-kennel
 - (d) How to make a 'pinhole' camera
 - (e) How to repair a leaking water-tap
 - (f) How to preserve eggs
 - (g) How to prepare oxygen or hydrogen
 - (h) How to whitewash a ceiling
 - (i) How to prevent water-pipes from freezing
 - (j) How to prepare glue

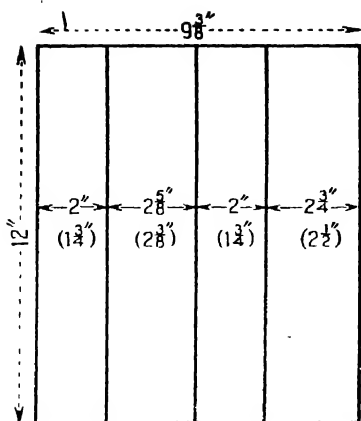


Diagram 1

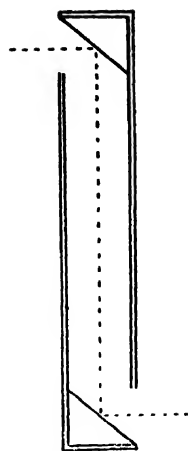


Diagram 4

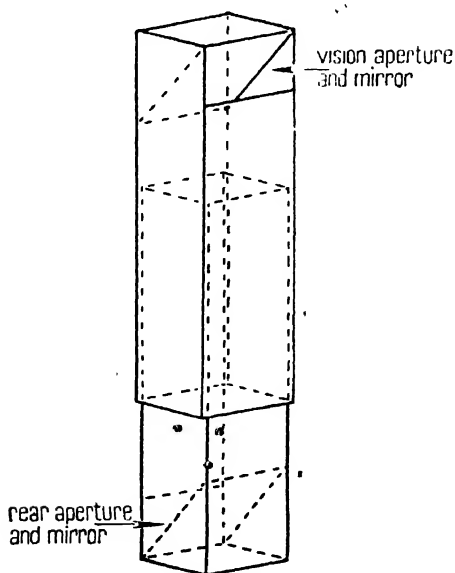


Diagram 2

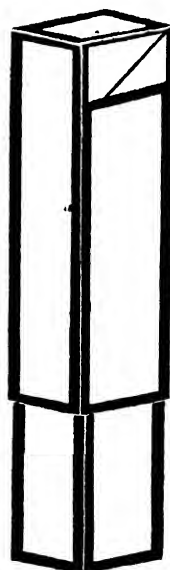


Diagram 3

CHAPTER VII

LETTERS TO RELATIVES AND FRIENDS

MOST of you have probably already written many letters to relatives and friends, for letter-writing is the commonest form of writing people do. The fact that we *are* writing to relatives and friends, however, is no excuse for writing carelessly or incorrectly. A letter, too, is a piece of composition, and all that you have learnt in the previous chapters about paragraphing and narrative and descriptive writing should be remembered. If, for instance, you are writing to a friend and describing a party you have attended or a holiday from which you have just returned try to describe your experiences in such a way that your reader will be able to share in your enjoyment. Why not try and make your letter-writing one of your chief pleasures? If you correspond regularly with anyone your aim should be to make the arrival of your letters events in his or her life, to be looked forward to with eagerness. Keep in mind the whole time the person to whom you are writing, and imagine yourself in your correspondent's place.

Clear handwriting is part of the good manners of writing. Aim to make your writing easy to read and also enjoyable to the reader. Good handwriting is pleasant to the eye.

It is not really a hard matter to write letters to relatives and friends, but if you wish your letters to be free from errors you must learn a few rules.

No matter how free and informal your letter is going to be it should always contain four parts :

- | | |
|-------------------------------------|----------------|
| 1 The writer's address and the date | 2 The greeting |
| 3 The body of the letter | 4 The ending |

The Writer's address and the date

The address of the writer, to help the receiver to reply, must

be written in the top right-hand corner of the first page, together with the date :

84 St George's Street,
Morpeth,
Northumberland.
12 Sept. 1950

Notes

- 1 Each line of the address begins a little to the right of the line above it. Remember not to begin the first line too near the right-hand edge of the paper.
- 2 Observe carefully the punctuation. It is most important that commas and full stops should be correctly inserted. A comma appears at the end of each line of the address except the last one, which ends with a full stop. Note, however, North'd., St., Terr., Rd.—the full stop indicating that the word has been abbreviated. (It is not necessary to use a full stop with 1st, 2nd, 3rd etc.)
Addresses are often spaced out and punctuated in special ways, according to what is called 'display style.' On printed labels, envelopes etc. often no stops are used at all. But the model here given is a safe one to adopt.
- 3 Except for county boroughs or well-known cities it is always necessary to include the name of the county. For large cities the number of the postal district should also be included. There are many instances of more than one town or village having the same name, and the omission of the name of the county might delay the reply of your letter and cause unnecessary work.

The Greeting

This has a line to itself, the one below the date. The form to use depends on the relation in which you stand to the person

you are writing to. If you are writing to a relative you may begin like this :

Dear Uncle Jim, My Dear Mother,

To a friend you may begin :

Dear Andrew, *or* My Dear Andrew,

To someone well known to you but older than you are, you may begin :

Dear Mr Wilson, My Dear Mrs James,

The Body of the Letter

This begins on the line below the greeting. Study the position of the first word (' Since ') in the model letter.

Note too the paragraphing of the model letter. If there are several topics you want to write about in your letter, each topic should be dealt with in a separate paragraph. Spend at least five minutes thinking over what you want to say, jotting down all your news on a sheet of scrap paper, and then sorting the matter into paragraphs.

The ending

This should correspond with the greeting.

To members of your family :

Your loving son (daughter, sister, brother),

Your affectionate niece (nephew),

To friends :

Your affectionate friend, Yours sincerely,

Your school friend, Yours very sincerely,

Now study the following copy of a letter, written by a boy aged 13, the original of which was posted to a friend in hospital. Note carefully the arrangement, the paragraphing and the punctuation.

LETTERS TO RELATIVES AND FRIENDS

5 Southwood Avenue,
Tunbridge Wells,
Kent.

19 December 1950

Dear Fred,

Since hearing of your accident I have often intended writing to you but never, I am afraid, when pen and ink were handy. As this is a Private Study period, however, and examinations are a thing of the past—and the school magazine is produced—I have really some time to call my own, so here goes.

How are you, Fred? I do hope your leg is improving so that you will be out and about again soon. You are really a big miss, you know, and your pal George looks quite lost these days.

Well, Fred, quite a number of things have happened since you were last at school. Chief thing of all, our form room has been changed and the gods of Form IIIA, the pride and joy of the school, are now housed in the room next to the Headmaster. We have of course taken our special table and chairs with us and still, I regret to say, cause Mr A—— untold worry when we lean back elegantly and cause our chairs to creak. To make amends we have all promised him we'll make the following New Year resolution: 'I will endeavour to sit still on a bentwood chair.'

Lately, though, most of us have been so busy with preparations for Speech Day that we have seldom been in our new form room. You would read in the papers about Speech Day. Did you see the photographs? Film Fan Jim quite excelled himself in the sketch. He was taking the part of a maid-of-all-work, and the way in which he said, 'If yer please, Miss,' and went about dusting, and enjoyed his little bit of gossip, had everyone in the audience in fits of laughter. I still like to see him best though when he is a judge and has George's spectacles on the end of his nose. He naturally still fancies himself best in the role of Charles Laughton, and is forever

practising rolling his eyes and pretending to storm at everybody on board the *Bounty*.

Speech Day means for many of us a parting of the ways, and at least seven of our form will be leaving this week, much to the sorrow of Johnson, the football captain. One of these seven is 'Please sir, but ——' who is entering the Post Office, and looks forward eagerly to riding around on a P.O. bicycle.

As for those who are staying on till Easter or July you will be interested to know that most of us have given in our names to become pen friends of some boys on Thursday Island. These boys are all coloured and some of them are pure-blooded aborigines of Australia. In the notice put on our board their Headmaster states that they can write interestingly about crocodiles, sharks, lizards, sugar-cane, bananas, kangaroos, wombats, and the wonders and beauties of the Great Barrier Reef. The philatelists of course are after the stamps.

And now, Fred, I must be closing. Your friend George, I know, will be keeping you well supplied with the football news. But has he told you how Johnson scored a bull's-eye in English? 'Two of the school governors visited us the other day and the Headmaster was saying that never before had he had two governors visiting the school on the same day—' it was quite a coincidence.' He then asked us to tell him what the word 'coincidence' meant here. 'Two equally unusual happenings occurring at much the same time,' was Johnson's immediate answer.

So hoping to see you, Fred, at the beginning of next term, and in the meantime wishing you a Merry Christmas and the best of New Years,

Your old school friend,
John

Note

- A The style of the letter. All friendly letters should be easily written, with a warmth of comradeship about them. It is bright, cheery, lively, full of news—good to receive.

LETTERS TO RELATIVES AND FRIENDS

- B Each paragraph adds a new topic.
- C Each paragraph is connected by a word, phrase or thought to the paragraph preceding it.
- D The ending. In a friendly letter it is usual to send some message or greeting just before closing, as John does in his.

1 As if you were beginning a letter, write :

- (a) your own address and the date
- (b) a relative's address and the date
- (c) a friend's address and the date

Pay particular attention to the spacing and the punctuation.
Your aim or target : No mistakes in each exercise !

2 Write the greetings and the conclusions you would use for letters to :

- (a) your favourite uncle or aunt
- (b) a very intimate friend
- (c) a school acquaintance

3 Write a letter to your cousin inviting him or her to spend the week-end with you, and giving some details of your last holiday, which occurred just a few weeks ago. Use the following plan :

1st paragraph : The invitation

2nd paragraph : Description of your holiday

3rd paragraph : Happenings at school since your holiday

4th paragraph : News of your family and regards to your cousin's family

4 Write a letter to a friend of yours who has been absent from school owing to illness.

Paragraphs : Introductory paragraph, School news, Out-of-School news, Home news and ending

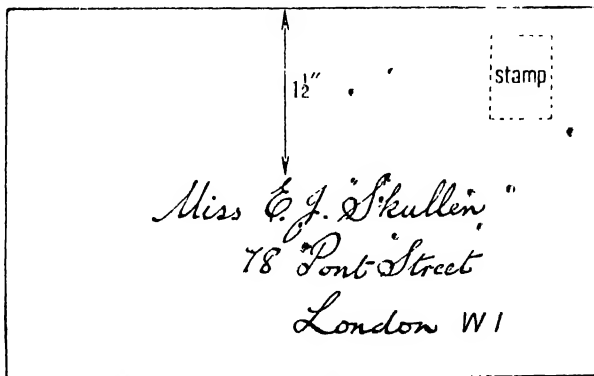
Further Subjects for Letter-Writing

- 5 To a friend who has asked you to join him or her on a cycling tour. [Ask about the proposed route and the arrangements to be made for meals]
- 6 To a friend giving an account of the best film you have seen recently.
- 7 To a friend arranging for a meeting next Saturday afternoon.
- 8 To your father or mother, away from home at the moment. [All the home news in an amusing and interesting way]
- 9 To a friend describing a visit your form made recently to a museum or other place of interest.
- 10 To your cousin telling him or her about the books you have been reading recently, and asking for the loan of further novels by a writer in whom you are interested.

Addressing an envelope

As a general rule write the first line of the address *across the middle of the envelope*. (A small pamphlet 'How to address letters and parcels,' published by the G.P.O., states: 'Leave a margin not less than $1\frac{1}{2}$ inches deep at the top of the envelope.')

Example :



LETTERS TO STRANGERS

CHAPTER VIII

LETTERS TO STRANGERS

SOME of the most important letters you will have to write once you leave school will be letters to strangers—to business firms, prospective employers, and Government offices—people with whom you are not on terms of friendship. When writing this kind of letter the form and style must be quite different from those employed in an informal letter to a friend.

Here are six important differences to bear in mind when writing such letters :

- (a) An additional feature must be inserted, viz the name and address of the person, firm or official body to whom the letter is written. This addition, which must not be omitted, is placed on the left-hand side of the notepaper, and just above the greeting. (See model.)
- (b) The greeting. When writing to a person use ' Sir ' (very formal), ' Dear Sir ' or ' Dear Madam.' When writing to a firm or company, e.g. Messrs Pearson, Carr and Co. Ltd., use ' Dear Sirs.' (You use ' Dear Sirs ' since you are writing to more than one person : Messrs = French *Messieurs*, Gentlemen.)
- (c) The style is not so easy and conversational as in a letter to a friend, e.g. the humorous account John gives of the ' gods ' of Form IIIA or the exploits of Film Fan Jim would be quite out of place in a formal letter.
- (d) Perhaps the most important difference of all is that the formal letter should be as brief as possible, containing only what is absolutely necessary to be said. If you are applying for a situation advertised in a newspaper state exactly what qualifications you have and ask for any necessary particulars. If you are writing to a firm to order some goods mentioned

in their sales catalogue, be as precise and definite as you can about quality, quantity and price. Give directions, if necessary, for sending and state how payment is being made. But so long as your letter is politely worded, and gives all the necessary information, the shorter it is the better. Business men prefer letters that save them time, and have no use for long-winded epistles.

- (e) The first paragraph should state at once the subject of the letter. If your letter is in reply to another, this should be mentioned and its reference number quoted, e.g. 'In reply to your letter of 2 February, under reference number CH/74, etc.'
- (f) The ending. It is customary to conclude all formal letters with 'Yours faithfully' or 'Yours truly.'
N.B.—'Yours sincerely' should never be used in this type of letter. Study the following example of a business letter :

Writer's address

84 Woodhorn Road,
 Blyth,
 North'd.

11 Sept. 1950

Date

*Name and
 address of
 addressee*

Messrs Button and Sons Ltd.,
 141 Bridge Street,
 Newcastle-upon-Tyne.

Greeting

Dear Sirs,

1st paragraph

*Subject mentioned
 at once*

On Wednesday last I left my tennis racket with you to be repaired and said that I would call for it tomorrow (Tuesday).

2nd paragraph

Unfortunately, owing to a change in my timetable, I shall be unable to call at your shop before closing time. I should be much obliged therefore if you would forward my racket to the above address.

*Necessary
 instructions*

*Ending and
 signature*

Yours faithfully,
 Andrew J. Cook

LETTERS TO STRANGERS

- 1 Suppose you are sending a letter to one of the large stores of your nearest city. Write :
 - (a) your address and the date
 - (b) the heading, giving the name and address of the store
 - (c) the greeting
 - (d) the ending
- 2 Address envelopes to :
 - (a) the publishers of this book
 - (b) a firm of grocers in your town
 - (c) the manager of one of your town's banks
- 3 You have lost a glove during a visit to a cinema or theatre. Write to the manager making inquiries about it.
- 4 Write a letter to Mrs Brown, Sea View, Beach Road, Sunburn-on-Sea, regarding holiday apartments and accommodation :

1st paragraph : Mention on whose recommendation or in what paper you heard about the apartments.

2nd paragraph : State exactly your requirements.

3rd paragraph : Give the dates of your proposed holiday and ask for particulars *re* cost, location, etc.
- 5 Write a second letter asking Mrs Brown to reserve accommodation for you.
- 6 Write to a firm advertising an attractive series of new stamps and ask for a catalogue.
- 7 Write to a firm advertising a price list of cameras for sale, and ask for a catalogue.
- 8 Write again, ordering a camera numbered C357, priced at 35s, postage 9d. Mention the fact that you are enclosing payment. Mention too the form in which this payment is being made.

- 9 The camera has arrived, but owing to poor packing is in a broken condition. Again write to the firm, complaining about this and asking for instructions.
- 10 Write a letter to a bus company explaining that you left a parcel in a certain bus last Saturday, and asking for inquiries to be made about it.

LETTERS OF APPLICATION

Boys and girls leaving school nowadays can obtain the help of a Juvenile Employment Bureau in their efforts to obtain employment, but if they have initiative they will also look through the 'Situations Vacant' columns of the daily press and apply for any suitable vacancies.

The writing of a letter of application for a post is an important undertaking. As Lord Wakefield writes in his book *On Leaving School*, such a letter is the pupil's 'first ambassador.' A well-written application may mean the first step towards success; a badly written one will probably end in the waste-paper basket. The applicant should therefore see to it that his letter is as perfect as he can make it, and should try, too, to picture himself as the person or persons who are to receive it and ask himself whether there is anything about his letter that will cause it to stand out among the dozens of other letters likely to be received at the same time. The following notes will help you to make your letter more successful:

(a) The writing must be legible. [What does this mean?] Illegible handwriting is inexcusable.

(b) There must be no spelling errors. Note the following:

| | | |
|---------------|-------------|----------------|
| advertisement | acknowledge | acknowledgment |
| reference | recommend | testimonial |
| applicant | typewriting | book-keeping |
| candidate | today | qualifications |
| Headmaster | Science | Mathematics |

LETTERS TO STRANGERS

There is no excuse for incorrect spelling. Whenever in the least doubt, *use a dictionary*.

- (c) When stating qualifications be careful to see that each school subject referred to begins with a capital letter, e.g. English, History, Shorthand.
- (d) The introduction should be as brief as possible. The following introductions are frequently used :
‘ Having seen your advertisement in today’s ——— I should like to offer myself as a candidate for the post.’
‘ In reply to your advertisement in ———’
The newspaper in which the advertisement was noted should always be mentioned.
- (e) With regard to the main body of the letter, this should be written in as business-like a way as possible. Plan out your letter carefully beforehand, stressing those qualities you possess that you consider important, but be as concise as possible. Write no self-praise, but give evidence of your ability. As this is a very special letter, aim at perfection in its setting out.
- (f) Since the envelope is the first part of your application that catches the eye, be sure that it too is addressed correctly and that the writing is neat. As a general rule, write the first line of the address across the middle of the envelope.
Here is an advertisement taken from an evening paper :

Office assistant, boy or girl, 15-17, for Estate Agent's office ; good handwriting essential. J. T. Wilson,
10 Station Road, Barlton.

ENGLISH FOR TODAY II

Study the following letter of application :

J. T. Wilson, Esq.,
Estate Agent,
10 Station Road,
Barlton.

34 Milton Grove,
Barlton.
12 May 1950

Dear Sir,

Having seen your advertisement in last night's *Barlton Evening News*, I beg to offer myself as a candidate for the post.

I am 16 years of age, and last September left the Hirst East Boys' Modern School, Barlton, where I had been a pupil for nearly four years. During my third year there I obtained a Certificate of Merit in a *Daily Gazette* handwriting competition, and in my fourth year I secured first place in English and fifth in Mathematics. I was a prefect of the school and played in the school football and cricket elevens.

Since leaving school I have been attending evening classes, and I have just been notified that I have passed the First Year Course of the Northern Counties Technical Examinations Council. The subjects I studied were English, Mathematics and Technical Drawing.

The Principal of the Evening School, Mr A. J. Cook, has permitted me to use his name as a reference. I enclose copies of testimonials from my former Headmaster, Mr S. T. Finlay, and from the Rev. F. C. Holmes, the vicar of the parish in which I live.

I should be happy to attend for interview at your convenience. Should I be fortunate enough to be appointed, I assure you that I will do everything in my power to give you satisfaction.

I am, Sir,

Yours faithfully,

John Robinson

LETTERS TO STRANGERS

[Testimonials are written declarations testifying to your character and abilities. You may forward copies of testimonials with your application, but do not forward the originals.]

- 11 Write an application in reply to any *one* of the following advertisements :
- (a) Girls : several tall smart girls, aged 15-16 years, required as apprentices for Showrooms and Fancy Departments. F. Beavan Ltd., Application Office, Park Road, Fenland.
 - (b) Apprentice gardener wanted, for Lyndhurst Park ; to commence duties at once. Apply by letter to J. M. Anderson, 10 Mulgrave Road, Hilltown.
 - (c) Shop assistant wanted, 15-16 years of age. Must be good at figures. Apply B. T. Greenwood, 34 Albert Road, Coastown.
 - (d) Youth wanted in Colliery Office : 15-16 years of age. Write, giving particulars of education, to Manager, Woodhorn Colliery, Ashton.
 - (e) Two boys to train as Junior Surveyors. Apply, enclosing copies of testimonials, to J. Whitelaw, Ninwar House, Lowvale.
 - (f) Millinery assistant to serve and learn hat making ; needlework essential. Apply Mrs Taylor, 7 Southwood Avenue, Highdale.
- 12 Write a letter to your Headmaster or Headmistress, asking for a testimonial and stating the purpose for which it is required.

TELEGRAMS

The sending of telegrams is a further topic related to letter-writing. Here again being brief and concise is of the utmost importance, and one naturally wishes to use as few words as possible on account of the expense involved. Though making your message as brief as possible remember :

ENGLISH FOR TODAY II

- (a) not to make it so brief that the sense is doubtful or ambiguous (*ambiguous*, having two meanings)
- (b) not to try to save money by omitting necessary words in the name and address of the person to whom the message is being sent

Study the following specimen wording from a telegram :

| |
|--|
| COOK 78 PONT STREET LEEDS |
| ARRIVING THURSDAY NOON PLEASE MEET TRAIN BAKER |

- 13 Find out the present rates for telegrams and state how much the above telegram would cost.
- 14 Write out the following telegrams :
 - (a) to your cousin, saying that you are unable to keep an appointment you have fixed
 - (b) to your mother, telling her that you are coming by a bus later than the one mentioned in your letter
 - (c) You are the secretary of a football or a hockey team, and one of your players has taken ill. Send a telegram to another player, asking him or her to deputise.
- 15 Allowing six words for the name and address in each telegram, calculate the present cost of each.
(Names including a hyphen count as one word, so too with place-names like **Newcastle-upon-Tyne**. Shortened words such as 'can't' and 'won't' count as

